Comprehensive Language Assessment: Overview of the CELF-5
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Disclosures
- Anne-Marie Kimbell is an employee of Pearson Assessment, the publisher of the CELF-5.
- No other language assessments will be presented in this presentation.
- Data analysis and development of the item analyses are in process. The materials shown at this presentation may not exactly match the final test when published.

Agenda
- Test Overview
- SLP Practice Trends
- Revision Goals
- Assessment Process
- What’s New?
- Scores
- Research Overview
- CELF-5 Screening

Test Overview
- Battery of 16 stand-alone tests to assess receptive and expressive language
- Age range: 5:0 through 21:11
- Administration time: 30-45 minutes for the Core Language Score
- Scores
  - Norm-referenced (most of the battery)
  - Criterion-referenced tests

SLP Practice Trends
- Social Language
  - Increasing numbers of students identified with autism or Asperger’s Syndrome ages 5-21 with social language issues in both mainstream and special classroom settings.
  - Increased focus on social language skills for the mainstream classroom population (e.g., core curriculum often includes social/behavioral targets, anti-bullying initiatives)
- RTI
  - SLPs collaborating with classroom teachers, psychologists and other specialists to identify supports for students having difficulty meeting curriculum objectives
  - Examining the link between oral language and literacy; increased SLP involvement in RTI activities
  - More screening

Revision Goals
Align to SLP Practice trends
- Align tests to current education models and assessment trends
- Assess social language skills in authentic, interactive situations
- Optional literacy component: one reading comprehension and one written language test give you the information you need to begin to make oral-written language comparisons and begin collaboration with classroom teachers and reading specialists
- Improve usability
  - Streamline the test
  - Enhance clinical utility
  - Improve and maintain psychometric properties
  - Increase user friendliness
Enhance already robust psychometric properties

- Update normative information
- Extend subtest floors & ceilings
- Improve item difficulty gradients
- Evaluate item bias
  - Iterative psychometric analyses
  - Qualitative reviews by assessment and bias experts
  - Feedback from clinicians in the field and over 300 field test participants
- Test structure changes

Test Structure

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<tr>
<th>Language Content</th>
<th>Language Structure</th>
<th>Oral-Written Language Connection</th>
<th>Pragmatics</th>
<th>Language Memory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic Concepts</td>
<td>Sentence Comprehension</td>
<td>Understanding Spoken Paragraphs</td>
<td>Pragmatic Profile</td>
<td>Linguistic Concepts</td>
</tr>
<tr>
<td>Word Classes</td>
<td>Word Structure</td>
<td>Reading Comprehension</td>
<td>Pragmatic Activities Checklist</td>
<td>Following Directions</td>
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<td>Formulated Sentences</td>
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<td>Following Directions</td>
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<td>Semantic Relationships</td>
<td>Recalling Sentences</td>
<td>Structured Writing</td>
<td>Formulated Sentences</td>
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<td>Word Definitions</td>
<td>Sentence Assembly</td>
<td>Observational Rating Scales</td>
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<tr>
<td>Understanding Spoken Paragraphs</td>
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Assessment Process

- Evaluate language in context
  - Observational Rating Scale,
  - Possibly use the Pragmatics Profile or Pragmatics Activities Checklist if there are social communication concerns
- Identify strategies to address concerns in the classroom setting and modify as needed. Monitor student performance.
- If no improvement, administer CELF-5 to determine if a language disorder is contributing to the student’s difficulties

What’s New?

- More robust assessment of pragmatics
  - Norm-referenced scores for Pragmatic Profile
  - New Pragmatic Activities Checklist
- Targeted assessment of written language
  - Reading Comprehension
  - Writing
- New digital options
  - Digital Kit: All manuals on flash drive; use paper record forms
  - Scoring on Q-global
- Current normative data reflecting today’s diverse population

Overview of Test Changes

- Each test is a stand-alone assessment
- Revised retained tests
  - New items include modifications to administration directions, basal and ceilings, test stimuli, and art
- New tests
  - Pragmatic Activities Checklist
  - Reading Comprehension
  - Structured Writing
- Tests deleted from paper and digital kits
  - Expressive Vocabulary
  - Word Associations
  - Rapid Automatic Naming
  - Number Repetition
  - Familiar Sequences

Usability Improvements

- All verbal stimuli and item analyses are in the Record Form
- Modifications to test stimuli and art based on user feedback
- Fewer items needed to establish basal and ceilings—this reduces administration time.
Overview of Major Changes to Tests

- The CELF-4 Concepts and Following Directions subtest was split into two tests to examine concept development and ability to follow increasingly complex directions separately.
- Expressive Vocabulary and CELF-4 Level 3 tests were deleted.
- Scoring for the Word Definitions test was simplified (1,0 instead of 2,1,0 item scoring).
- Pragmatics Profile: now offers standard scores.

New Test: Reading Comprehension

- 2 reading passages per age
- Child answers questions related to main idea, details, making inferences, and sequence of events (same areas as Listening to Spoken Paragraphs).

New Test: Structured Writing

Each writing task has an introductory sentence, followed by a half-written sentence. The student completes the half-written sentence, then writes 1-3 additional sentences.

Trial for ages 9-10: Complete the sentence and write ONE more sentence.

Trial. Catching the Bus
Every morning, Eric waits for the bus at the corner. Today it was raining so _________.

New Test: Pragmatic Activities Checklist

- Engage the student in three activities and rate the student’s behaviors.
- Choice of six activity options:
  - Teaching and playing a game
  - Building a paper airplane or putting a puzzle together
  - Making a card or gift wrap
  - Recommend a gift for a friend
  - Have a snack
  - Recommend a movie

Pragmatic Activities Checklist

- Create opportunities for the student to repair the conversation, request clarification, or re-direct the activity (e.g., "Forget" to give the student materials he or she needs for the task or purposely make a "mistake" while doing the task). The task is designed to take 5-7 minutes.
- After the testing session is over, identify challenges the student is experiencing in the following social communication areas:
  - Nonverbal communication: Gaze, gesture, expression, body language
  - Verbal communication:
    - Manner of communication
    - Relevance of communication
    - Quantity of communication
    - Quality of communication
    - Turn-taking rules
Information about each test...

...can be found in the Examiner’s Manual

- Test objective
- Relationship to the curriculum
- Relationship to classroom activities
- New! Implications for intervention

This information answers questions you may have about:
- What language skills is being targeted in this test?
- How do the language skill tested relate to the curriculum objectives the student is expected to master?
- What activities are used in the classroom to teach and assess progress on curriculum objectives? What is the student actually required to do in the classroom to demonstrate mastery?
- How can you use these test results to design intervention strategies?

Sentence Comprehension

- This test was titled “Sentence Structure” in CELF-4.
- The new name change is a more accurate description of the student’s task in responding to the items.
- Both semantic and morpho-syntactic aspects of comprehension are required to respond to the test items. The word comprehension in the test title reflects that more accurately.

Linguistic Concepts

- This test was previously combined with “following directions” on CELF-4.
- Having both concepts and directions combined in one test resulted in multiple sets of items on the test and multiple start points for the following directions section.
- This task now has a stronger floor for younger children.

Word Structure

- A few new test items were added (now with 35 items rather than 32).
- The slight increase in the number of test items resulted in better reliability.

Word Classes

Changes
- No expressive component—saves administration time
- One continuous set of items rather than one younger set and one older (so no disconnect at 8 and 9).
- Up to age 10: pictures stimuli
- Ages 12 and above: verbal stimuli only

Following Directions

- This test was previously part of CELF-4’s Concepts & Following Directions test
- Highly sensitive measure of receptive language
- Comprehension, recall, and ability to execute spoken directions are essential skills needed to perform well in the classroom.
- Separating assessment of concepts and directions enable you to examine comprehension of concepts separately from ability to comprehend multiple step commands
**Recalling Sentences**

- Much the same as CELF-4
- Consistently high reliability across age groups (all above .94)

**Formulated Sentences**

- Administration and scoring is quite similar to CELF-4.
- One change to scoring: the student has to use the target word as intended. For example, if the target word is an adjective, the target word has to be used as adjective or the student does not earn credit.

**Understanding Spoken Paragraphs**

- Reliabilities are significantly improved.
- Every age has 20 items (five items added for every age group)

**Pragmatics Profile**

- New! Scaled scores
- New information about social communication differences related to cultural/linguistic diversity and response processes
- Administration directions provide examples of appropriate responses students from Hispanic, African-American, Asian, and American Indian cultures

**Pragmatics Activities Checklist**

- New test to identify behaviors that cause the student difficulty in everyday social situations
- Evaluate:
  - Nonverbal communication
  - Verbal communication
    - Manner
    - Relevance
    - Quantity
    - Quality
    - Turn-taking
- Results: Research-based criterion scores by age can be used to identify relative strengths and limitations

**Word Definitions**

- Now much easier to score with 1,0 scoring
- Record Form lists example responses listing the concepts that must be expressed and those that are optional
Sentence Assembly

- This test is similar to CELF-4
- Wider range of scaled scores (ceiling extended)

Semantic Relationships

- Added more difficult items
- Ceiling was strengthened

Pragmatics Profile

- Now provides a Pragmatics scaled score and growth scale value
- 3 sections:
  - Rituals and Conversational Skills
  - Asking For, Giving, and Responding to Information
  - Nonverbal Communication Skills
- The SLP interviews the teacher or parent, or observes the child at home or in the classroom

Scores

- Test Scores
  - Core Language and Index standard scores
  - New: Pragmatics Profile, Reading Comprehension, and Structured Writing scaled scores
  - Percentile ranks
  - New: Growth Scale Values
  - Age equivalents
- Index Scores: 4 per age group
  - Receptive
  - Expressive
  - Structure
  - Content
  - Language Memory

Research Overview

- Multiple research phases
- Over 4000 students tested in standardization and related reliability and validity studies
- Students tested from March through December 2012
- Over 450 SLPs across the U.S. participated in testing.
- Data analysis is in process; reliability and validity information to come
Multiple bias studies

- Multiple phases of objective and subjective reviews of administration directions, cues, test items, and test formats
  - Assessment/bias experts examined test items for potential bias related to
    • Socioeconomic status
    • Race/Ethnicity
    • Gender
    • Culture
    • Region
  - Clinicians in the field provided feedback about students’ responses and engagement in test tasks
  - Statistical analysis of bias verified or refuted subjective bias concerns

A Diverse STDZ Sample: Race/Ethnicity

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<thead>
<tr>
<th>Race/Ethnicity</th>
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<tbody>
<tr>
<td>Asian</td>
<td>87</td>
<td>3.7%</td>
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<tr>
<td>Black</td>
<td>328</td>
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<td>Hispanic</td>
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<tr>
<td>Other</td>
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<td>Total Sample</td>
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A Diverse STDZ Sample: Parent Education Level

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<td>Less than 11 years</td>
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<tr>
<td>H.S. Diploma or GED</td>
<td>544</td>
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<td>2-3 Years College or Technical School</td>
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<td>4 or more Years of College</td>
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A Diverse STDZ Sample: Region

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<tbody>
<tr>
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<tr>
<td>West</td>
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Other Demographic Variables

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<th>Gender</th>
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<tbody>
<tr>
<td>Female</td>
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<td>50%</td>
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<tr>
<td>Male</td>
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<td>50%</td>
</tr>
<tr>
<td>Total Sample</td>
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<td>100%</td>
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A new screening edition!

- Only screening test available for students ages 5:0 through 21:11
- Screening items are a subset of the CELF-5 diagnostic test items
- If you follow up screening with the full CELF-5, you do not need to re-administer the screening items
- New pragmatics screening item
- Can be used as a screening for other diagnostic tests
• For more information about the new CELF-5 and CELF-5 Screening Test, see www.PearsonClinical.com.

• Updated information about content, scoring, technical information, and pricing will be posted Spring and Summer, 2013.

• Questions?