DEEPER DIVE: ORAL LANGUAGE PROCESSING AND CELF 5 INTERPRETATION

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OUR ROADMAP FOR TODAY

o Brain Research: "From whence all things spring…"

o What components of language processing* are usually tested and why

o What does the Clinical Evaluation of Language Functioning-5th edition (CELF-5) measure and how we interpret the scores

o Examples of the difference between expressive language, receptive language and the overall "picture"

o *How to use these interpretations to lead to remediation for your child or student*

*with a brief overview of cognitive processing

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BRAIN RESEARCH: THE FOUNDATION OF OUR MAP

*What we're seeing in the brain research must be the foundation that drives our thinking which then drives our remediation plans… **and our narrative***

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OVERVIEW OF COGNITIVE PROCESSING OFTEN RELATED TO OR INTERACTING WITH DYSLEXIA

Executive Functioning

Visual Processing

Memory

Processing Speed

Reasoning

Oral Language

Phono Awareness/RAN

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WHY THE CELF 5 FOR ORAL LANGUAGE?

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CELF 5: "A COMPREHENSIVE FLEXIBLE ASSESSMENT"

- **Test Structure:**
  - Each of the 16 tests (plus) can be considered a "stand-alone" assessment
  - Test Objectives and Descriptions

- **Age Range:**
  - 5:0 through 21:11…

- **Completion Time:**
  - 30–45 minutes for the Core Language Score.
  - Total assessment: variable

- **Scores Reported:**
  - Norm-referenced (most of the battery)
  - Criterion-referenced tests

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"A COMPREHENSIVE FLEXIBLE ASSESSMENT" (CON'T)

○ **Composite (CLS) and Index Scores (10 y/o) :**

- Core Language Score
  - ○ Word Classes
  - ○ Formulated Sentences
  - ○ Recalling Sentences
  - ○ Semantic Relationships

- Receptive Language
  - ○ Word Classes
  - ○ Following Directions
  - ○ Semantic Relationships

- Expressive Language
  - ○ Formulated Sentences
  - ○ Recalling Sentences
  - ○ Sentence Assembly

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"A COMPREHENSIVE FLEXIBLE ASSESSMENT" (CON'T)

- Language Memory
  - Following Directions
  - Formulated Sentences
  - Recalling Sentences

- Language Content
  - Word Classes
  - Understanding Spoken Paragraphs
  - Word Definitions

- **Interpretation:**
  - Standard scores, percentile ranks, *growth scale values (GSV)*, and age equivalents.
    - Psychometric Score Conversion Table

- **Scoring Options:**
  - Q-global™ Web-based Administration, Scoring, and Reporting
  - Manual scoring

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"A COMPREHENSIVE FLEXIBLE ASSESSMENT" (CON'T)

- Language performance in the classroom
- Language performance in other contexts
- Identifying language strengths and weaknesses
- Determining eligibility for services

- *Stronger effort to tie item analysis to educational remediation planning!*

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QUICK COMMENT

- Qualification Level B:
  - http://www.pearsonclinical.com/language/qualifications.html

SCALED SCORE DISTANCE FROM AVERAGE

Table 4.1 Distances From the Mean of Test Scaled Scores

Scaled Score	Distance From Mean	Percentile Rank
19	+3 SD	99.9
16	+2 SD	98
13	+1 SD	84
10	Mean	50
7	−1 SD	16
4	−2 SD	2
1	−3 SD	0.1

Table 4.2 Guidelines to Describe Performance
Using Scaled Scores

Test Score Scaled	Classification	Relationship to Mean
13 and above	Above average	+ 1 SD and above
8 to 12	Average	Within + or − 1 SD
7 and below	Below average	−1 SD and below

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STANDARD SCORES (COMPOSITE) DISTANCE FROM AVERAGE

Table 4.3 Distances From the Mean of Selected Standard Scores

Standard Score	Distance From Mean	Percentile Rank
145	+3 SD	99.9
130	+2 SD	98
115	+1 SD	84
100	Mean	50
85	−1 SD	16
80	−1.33 SD	9
77.5	−1.5 SD	6.7
70	−2 SD	2
55	−3 SD	0.1

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LANGUAGE FOR DESCRIBING SEVERITY

Determining the Severity of A Language Issue

Guidelines for Describing the Severity of a Language Disorder Using Standard Scores

Core Language Score and Index Scores	Classification	Relationship to Mean	Percentile Ranks
115 and above	Above average	+ 1 SD and above	84 and above
86 to 114	Average	Within + or -1 SD	18 to 83
78 to 85	Marginal/Below average/Mild	Within -1 to -1.5 SD	7 to 17
71 to 77	Low range/Moderate	Within -1.5 to -2 SD	3 to 6
70 and below	Very low range/Severe	- SD and below	Less than 0.1 to 2

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EXAMPLE EVALUATION RESULTS

Test Scaled Scores

	Raw Score	Scaled Score	Confidence Interval 95% Level	Percentile Rank	Percentile Rank CI	Age Equivalent	GSV	NCE	Stanine
Word Classes	8	1	1 to 3	0.1	0.1 to 1	4:5	393	<1	1
Following Directions	13	5	3 to 7	5	1 to 16	6:6	482	15	2
Formulated Sentences	28	7	5 to 9	16	5 to 37	7:11	516	29	3
Recalling Sentences	40	7	6 to 8	16	9 to 25	8:0	512	29	3
Understanding Spoken Paragraphs	13	8	6 to 10	25	9 to 50	N/A	N/A	36	4
Word Definitions	9	12	10 to 14	75	50 to 91	12:4	495	64	6
Sentence Assembly	16	13	12 to 14	84	75 to 91	15:7	568	71	7
Semantic Relationships	5	7	5 to 9	16	5 to 37	6:10	464	29	3
Pragmatics Profile	97	2	1 to 3	0.4	0.1 to 1	<3:0	460	<1	1

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ARE WE DONE?

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LET'S TAKE A LOOK AT WORD CLASSES

- http://www.pearsonassess.ca/content/dam/ani/clinicalassessments/ca/programs/pdfs/CELF-5-objectives-descriptions_cdn_lr.pdf (pg 12)
- Word Classes Subtest
  - Core Language Score, Receptive Language, Language Content
  - Measures the ability to understand relationships between associated words
  - Given 3-4 orally presented words or visually presented pictures, student selects the two words that are most related.
  - Subtest age ranges: 5 – 21

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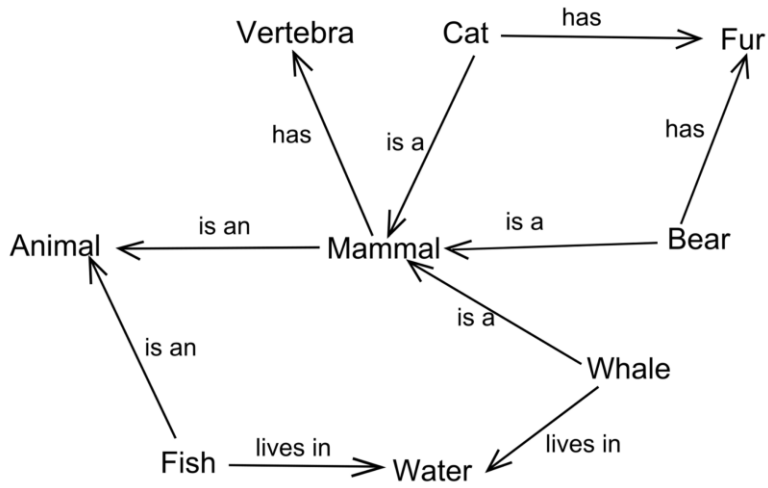# WORD CLASSES SUBTEST ITEM ANALYSIS: *THE KEY TO THE REMEDIATION ROADMAP!*

ITEM ANALYSIS

Word Classes

Category	Correct Items	Incorrect Items	Items Not Administered
Semantic Class	1, 2, 3, 4, 6, 8, 9, 10	5, 7, **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

Bold items appear in more than one category.

Scaled Score: 1
Percentile: .1

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WHAT IS "SEMANTIC CLASS?"

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SENTENCE ASSEMBLY

- Expressive Language Index
- Assesses the complexity of understanding definitions and how to construct sentences
- Following presentation of visual or oral word combinations, the student produces syntactically and semantically correct sentences
- Age Range: 9 to 21

Scaled Score: 13
Percentile: 84

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SENTENCE ASSEMBLY ITEM ANALYSIS: REMEMBER TO LOOK FOR STRENGTHS!

Sentence Assembly

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

Bold items appear in more than one category.

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CELF 5 OBSERVATION RATING SCALE:
CREATING STRUCTURE TO THE NARRATIVE

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CELF-5 SCREENING EDITION

- 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 screener for other diagnostic tests

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RESOURCES

- Overview of CELF 5 Assessment Process
  - http://www.speechandlanguage.com/wp-content/uploads/2013/06/celf-5_assessment_process_model.pdf
- CELF 5 Test Objectives and Descriptions
  - http://www.pearsonassess.ca/content/dam/ani/clinicalassessments/ca/programs/pdfs/CELF-5-objectives-descriptions_cdn_lr.pdf
- Determining the Severity of a Language Disorder
  - http://www.speechandlanguage.com/wp-content/uploads/2013/06/celf-5_determining_severity_lang_disorder.pdf

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RESOURCES

- Commonly Used Testing Measures:
  - http://www.dyslexia-ca.org/pdf/commonly_used_measures.pdf
- Tests for Dyslexia and Learning Disabilities
  - http://dyslexiahelp.umich.edu/dyslexics/learn-about-dyslexia/dyslexia-testing/tests#12
- University of Michigan: Dyslexia Tests We Like
  - http://dyslexiahelp.umich.edu/professionals/learn-about-dyslexia/diagnosing-dyslexia/tests/from-the-clinicians-dyslexia-tests-we-like#ctopp
- Another List of Educational Tests
  - http://www.concordspedpac.org/TypesTests.html
- Psychometric Score Conversion Table
  - http://faculty.pepperdine.edu/shimels/Courses/Files/ConvTable.pdf

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Thank you very much for your time and consideration today!

Please sign up for my newsletter at www.doctormichaelhart.com for more information about my upcoming webinars!

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