

# CELF-4

Clinical Evaluation of Language Fundamentals  
FOURTH EDITION

Student: Ellen C Lewis  
Date of Birth: 8/29/1995  
Gender: Female  
Grade: 3rd  
Parent(s): Joan Lewis  
Address: 19500 Bulverde Road  
San Antonio, TX 78251

Test Date: 8/29/2003  
Age at Testing: 8 years 0 months  
Report Date: 1/28/2004  
Examiner: Lisa Edwards  
Teacher: John Lewis  
School: Miami Elementary  
Referred By: Tonya Jackson

## Four-Level Summary Report

### Level 1 - Identifying the problem and determining eligibility

| Subtest and Index Scores        | Raw Score | Scaled Score | SS* | CI*<br>95% Level | PR* | CI* (PR*)<br>95% Level | Age Eq.* | S* | NCE* |
|---------------------------------|-----------|--------------|-----|------------------|-----|------------------------|----------|----|------|
| Concepts & Following Directions | 27        | 5            | NA  | 3 to 7           | 5   | 1 to 16                | 5:10     | 2  | 15   |
| Word Structure                  | 19        | 4            | NA  | 2 to 6           | 2   | 0.4 to 9               | 5:7      | 1  | 8    |
| Recalling Sentences             | 30        | 4            | NA  | 3 to 5           | 2   | 1 to 5                 | 5:2      | 1  | 8    |
| Formulated Sentences            | 15        | 1            | NA  | 1 to 3           | 0.1 | 0.1 to 1               | 5:7      | 1  | 1    |
| Core Language Score             | NA        | NA           | 60  | 54 to 66         | 0.4 | 0.1 to 1               | NA       | 1  | 1    |

### Level 2 - Describing the nature of the disorder

| Subtest and Index Scores        | Raw Score | Scaled Score | SS* | CI*<br>95% Level | PR* | CI* (PR*)<br>95% Level | Age Eq.* | S* | NCE* |
|---------------------------------|-----------|--------------|-----|------------------|-----|------------------------|----------|----|------|
| Concepts & Following Directions | 27        | 5            | NA  | 3 to 7           | 5   | 1 to 16                | 5:10     | 2  | 15   |
| Word Classes 2-Receptive        | 4         | 6            | NA  | 4 to 8           | 9   | 2 to 25                | 7:2      | 2  | 22   |
| Sentence Structure              | 22        | 6            | NA  | 3 to 9           | 9   | 1 to 37                | 6:9      | 2  | 22   |
| Receptive Language Index        | NA        | NA           | 73  | 64 to 82         | 4   | 1 to 12                | NA       | 2  | 12   |
| Word Structure                  | 19        | 4            | NA  | 2 to 6           | 2   | 0.4 to 9               | 5:7      | 1  | 8    |
| Recalling Sentences             | 30        | 4            | NA  | 3 to 5           | 2   | 1 to 5                 | 5:2      | 1  | 8    |
| Formulated Sentences            | 15        | 1            | NA  | 1 to 3           | 0.1 | 0.1 to 1               | 5:7      | 1  | 1    |
| Expressive Language Index       | NA        | NA           | 57  | 50 to 64         | 0.2 | <0.1 to 1              | NA       | 1  | 1    |
| Concepts & Following Directions | 27        | 5            | NA  | 3 to 7           | 5   | 1 to 16                | 5:10     | 2  | 15   |
| Word Classes 2-Total            | NA        | 6            | NA  | 4 to 8           | 9   | 2 to 25                | 6:9      | 2  | 22   |
| Expressive Vocabulary           | 17        | 3            | NA  | 1 to 6           | 1   | 0.1 to 9               | 5:2      | 1  | 1    |
| Language Content Index          | NA        | NA           | 68  | 61 to 75         | 2   | 0.5 to 5               | NA       | 1  | 5    |
| Word Structure                  | 19        | 4            | NA  | 2 to 6           | 2   | 0.4 to 9               | 5:7      | 1  | 8    |
| Recalling Sentences             | 30        | 4            | NA  | 3 to 5           | 2   | 1 to 5                 | 5:2      | 1  | 8    |
| Formulated Sentences            | 15        | 1            | NA  | 1 to 3           | 0.1 | 0.1 to 1               | 5:7      | 1  | 1    |
| Sentence Structure              | 22        | 6            | NA  | 3 to 9           | 9   | 1 to 37                | 6:9      | 2  | 22   |
| Language Structure Index        | NA        | NA           | 62  | 54 to 70         | 1   | 0.1 to 2               | NA       | 1  | 1    |

### Level 3- Evaluating underlying clinical behaviors

| Subtest and Index Scores     | Raw Score | Scaled Score | SS* | CI*<br>95% Level | PR* | CI* (PR*)<br>95% Level | Age Eq.* | S* | NCE* |
|------------------------------|-----------|--------------|-----|------------------|-----|------------------------|----------|----|------|
| Number Repetition 1-Forward  | 7         | 8            | NA  | 5 to 11          | 25  | 5 to 63                | 6:9      | 4  | 36   |
| Number Repetition 1-Backward | 4         | 10           | NA  | 6 to 14          | 50  | 9 to 91                | 8:6      | 5  | 50   |
| Number Repetition 1-Total    | 11        | 8            | NA  | 5 to 11          | 25  | 5 to 63                | 7:6      | 4  | 36   |
| Familiar Sequences 1         | 20        | 4            | NA  | 2 to 6           | 2   | 0.4 to 9               | 6:0      | 1  | 8    |
| Working Memory Index         | NA        | NA           | 77  | 67 to 87         | 6   | 1 to 19                | NA       | 2  | 18   |

|                           |                      |                              |
|---------------------------|----------------------|------------------------------|
| CI*-Confidence Interval   | SS* - Standard Score | PR*-Percentile Rank          |
| Age Eq.* - Age Equivalent | S* - Stanine         | NCE*-Normal Curve Equivalent |

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## Supplementary Subtests

| Subtest and Index Scores        | Raw Score | Scaled Score | SS* | CI* 95% Level | PR* | CI* (PR*) 95% Level | Age Eq.* | S* | NCE* |
|---------------------------------|-----------|--------------|-----|---------------|-----|---------------------|----------|----|------|
| Word Classes 2–Expressive       | 2         | 6            | NA  | 3 to 9        | 9   | 1 to 37             | 6:9      | 2  | 22   |
| Understanding Spoken Paragraphs | 4         | 3            | NA  | 1 to 6        | 1   | 0.1 to 9            | NA       | 1  | 1    |

| Criterion–Referenced Subtests | Criterion Score | Actual Score | Rating       | Time Criterion | Time Taken | Rating |
|-------------------------------|-----------------|--------------|--------------|----------------|------------|--------|
| Phonological Awareness–Total  | > or = 58       | 45           | Did Not Meet | NA             | NA         | NA     |
| Word Associations             | > or = 21       | 20           | Did Not Meet | NA             | NA         | NA     |
| Rapid Automatic Naming        | > or = 11       | 20           | Non-Normal   | < or = 100     | 30         | Normal |

## Level 4- Evaluating language in context

Pragmatics Profile - Refer to the Pragmatics Profile Report in the CELF–4 Scoring Assistant.

Observational Rating Scale - Refer to Observational Rating Scale Report in CELF–4 Scoring Assistant.

## Discrepancy Comparisons

| Indexes                             | Score 1 | Score 2 | Difference | Critical Value | Significant Difference (Y or N) | Prevalence | Level of Significance |
|-------------------------------------|---------|---------|------------|----------------|---------------------------------|------------|-----------------------|
| Receptive–Expressive Language Index | 73      | 57      | 16         | 11             | Y                               | 6%         | .05                   |
| Language Content–Structure Index    | 68      | 62      | 6          | 11             | N                               | 26%        | .05                   |

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## Interpretive Report

### REASON FOR REFERRAL

Tonya Jackson, her classroom teacher, referred Ellen for a language evaluation. She has noticed that Ellen struggles to find words to describe actions and objects around her. Also, Ellen is having difficulty following directions but it is unsure if Ellen has hearing within normal limits. Ellen is not enrolled in speech and language therapy at this time. However she received services as a part of an IFSP when she was two years old. Her mother, Mrs. Lewis, reports that Ellen received speech and language therapy once a week for language delay. She recalls the therapist working on multiple word phrases, pronouns, and identifying objects and toys. Mrs. Lewis is not concerned with Ellen's language development at this time.

### HISTORY

#### Speech and Language

According to Ellen's mother, Ellen has a history of speech and language difficulties. She has a history of speech difficulties including: an articulation disorder and an oral-motor difficulty. She has a history of language difficulties including: a receptive language disorder, an expressive language disorder and a phonological disorder. Ellen is also at-risk for reading difficulties.

#### Vision and Hearing

Ellen's hearing screening revealed that she has normal hearing.

### CELF-4 CORE LANGUAGE SCORE

Ellen was administered four core subtests of the Clinical Evaluation of Language Fundamentals-Fourth Edition (CELF-4) from which her Core Language score was derived. The Core Language score is considered to be the most representative measure of Ellen's language skills and provides an easy and reliable way to quantify a student'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 Ellen's Core Language score, the following subtests were administered:

- Concepts & Following Directions
- Word Structure
- Recalling Sentences
- Formulated Sentences

Ellen received a Core Language score of 60 (confidence interval = 54 to 66, percentile rank = 0.4). This places Ellen in the very low range of functioning.

### CELF-4 RECEPTIVE LANGUAGE INDEX

The Receptive Language index is a cumulative measure of Ellen's performance on two or three subtests 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 Ellen's Receptive Language index, the following subtests were administered:

- Concepts & Following Directions
- Word Classes 2-Receptive
- Sentence Structure

Ellen received a Receptive Language index of 73 (confidence interval = 64 to 82, percentile rank = 4). This places Ellen in the low range of functioning.

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## **CELF-4 EXPRESSIVE LANGUAGE INDEX**

The Expressive Language index is a cumulative measure of Ellen's performance on the three subtests 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 Ellen's Expressive Language index, the following subtests were administered:

Word Structure  
Recalling Sentences  
Formulated Sentences

Ellen received an Expressive Language index of 57 (confidence interval = 50 to 64, percentile rank = 0.2). This places Ellen in the very low range of functioning.

## **DISCREPANCY ANALYSIS**

Ellen was administered all the subtests required to derive the Receptive Language index (RLI) and Expressive Language index (ELI). A discrepancy analysis was performed between the RLI standard score of 73 (Score 1) and ELI standard score of 57 (Score 2). The 16-point difference between the scores is significant (at .05) and indicates Ellen's receptive skills can be considered a relative strength compared to her expressive skills. The 16-point difference occurred in 6% of the CELF-4 standardization sample. Differences obtained by 5% or less of the standardization population can be considered rare, and may have an impact on intervention and the classroom.

Based upon results of the discrepancy analysis between the Receptive and Expressive Language indexes, Ellen's scores indicate that receptive language skills are a relative strength. Her overall ability to understand information presented orally is a relative strength compared to her ability to express herself. The tasks that Ellen was asked to complete as a part of the RLI include following single- and multi-step directions, understanding relationships between words, and interpreting sentence meaning. In the classroom, her receptive language strengths may include understanding oral directions given by the teacher, or comprehending grammatical differences between sentences.

Ellen's expressive language skills were a relative weakness in comparison to her receptive language skills. During testing, she may have demonstrated difficulty expressing herself using appropriate syntax and had limited knowledge of, or ability to apply syntactical rules. The expressive language skills targeted during testing include the ability to use correct grammar to complete sentences, repeat sentences presented orally without omissions or substitutions, and use words in grammatically correct sentences. In the classroom, she may have difficulty learning and using grammatical rules (plurals, irregular/regular verbs), formulating grammatically correct sentences, or expressing herself.

## **CELF-4 LANGUAGE CONTENT INDEX**

The Language Content index is a cumulative measure of Ellen's performance on three subtests designed to probe semantic knowledge. The Language Content 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 Ellen's Language Content index, the following subtests were administered:

Concepts & Following Directions  
Word Classes 2–Total  
Expressive Vocabulary

Ellen received a Language Content index of 68 (confidence interval = 61 to 75, percentile rank = 2). This places Ellen in the very low range of functioning.

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## **CELF-4 LANGUAGE STRUCTURE INDEX**

The Language Structure index is a cumulative measure of Ellen's performance on the subtests designed to probe understanding and production of syntactical structures and morphology. The Language Structure 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 Ellen's Language Structure index, the following subtests were administered:

Word Structure  
Recalling Sentences  
Formulated Sentences  
Sentence Structure

Ellen received a Language Structure index of 62 (confidence interval = 54 to 70, percentile rank = 1). This places Ellen in the very low range of functioning.

## **DISCREPANCY ANALYSIS**

Ellen was administered all the subtests required to derive the Language Content index (LCI) and Language Structure index (LSI). A discrepancy analysis was performed between the LCI standard score of 68 (Score 1) and LSI standard score of 62 (Score 2). The 6-point difference between the scores is not significant (at .05) and indicates similar levels of development between the skills measured by the LCI and the LSI.

## **CELF-4 WORKING MEMORY INDEX**

The Working Memory index is a cumulative measure of Ellen's performance on the subtests designed to best probe working memory. The Working Memory 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 Ellen's Working Memory index, the following subtests were administered:

Number Repetition 1–Total  
Familiar Sequences 1

Ellen received a Working Memory index of 77 (confidence interval = 67 to 87, percentile rank = 6). This places Ellen in the low range of functioning.

## **CELF-4 SUBTEST SCORES**

### **Concepts & Following Directions**

The Concepts & Following Directions subtest is used to evaluate the student's ability to interpret, recall, and execute oral commands of increasing length and complexity that contain concepts of functional language. The student identifies objects in response to oral directions. This subtest has a mean of 10 and a standard deviation of 3.

Ellen received a scaled score of 5 (confidence interval = 3 to 7, percentile rank = 5) on the Concepts & Following Directions subtest.

### **Word Structure**

The Word Structure subtest is used to evaluate the student's knowledge of grammatical rules in a sentence-completion task. The student completes an orally presented sentence that pertains to an illustration. This subtest has a mean of 10 and a standard deviation of 3.

Ellen received a scaled score of 4 (confidence interval = 2 to 6, percentile rank = 2) on the Word Structure subtest.

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## **Recalling Sentences**

The Recalling Sentences subtest 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. The mean for the subtest is 10 and the standard deviation is 3.

Ellen received a scaled score of 4 (confidence interval = 3 to 5, percentile rank = 2) on the Recalling Sentences subtest.

## **Formulated Sentences**

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

Ellen received a scaled score of 1 (confidence interval = 1 to 3, percentile rank = 0.1) on the Formulated Sentences subtest.

## **Word Classes 2**

The Word Classes 2 subtest is used to evaluate the student's ability to understand relationships between words that share a variety of functional and conceptual relationships. The student is asked to choose the items that best represent the desired relationship. This subtest has a mean of 10 and a standard deviation of 3.

Ellen received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) on Word Classes 2–Receptive.

Ellen received a scaled score of 6 (confidence interval = 3 to 9, percentile rank = 9) on Word Classes 2–Expressive.

Ellen received a scaled score of 6 (confidence interval = 4 to 8, percentile rank = 9) on Word Classes 2–Total.

## **Expressive Vocabulary**

The Expressive Vocabulary subtest is used to evaluate the student's knowledge of age-appropriate vocabulary. The student is asked to identify an object, person, or activity portrayed in an illustration. The mean for this subtest is 10 and the standard deviation is 3.

Ellen received a scaled score of 3 (confidence interval = 1 to 6, percentile rank = 1) on the Expressive Vocabulary subtest.

## **SUPPLEMENTARY SUBTESTS**

### **Number Repetition 1**

The Number Repetition 1 subtest is a supplementary subtest and is used to evaluate the student's working memory and the ability to repeat random number sequences. The student is asked to repeat numbers orally in forward or backward fashion. The mean for this subtest is 10 and the standard deviation is 3.

Ellen received a scaled score of 8 (confidence interval = 5 to 11, percentile rank = 25) on Number Repetition 1–Forward.

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Ellen received a scaled score of 10 (confidence interval = 6 to 14, percentile rank = 50) on Number Repetition 1–Backward.

Ellen received a scaled score of 8 (confidence interval = 5 to 11, percentile rank = 25) on Number Repetition 1–Total.

## Word Associations

The Word Associations subtest is used to evaluate the ability to name members of semantic groups within a time limit. The student is asked to name words in specific categories within one minute. This is a supplementary, criterion–referenced subtest used to gain additional information about the student’s semantic abilities. The examiner observes and rates response patterns to identify clustering, strategies, fluency, and repetitions.

Ellen received a score of 20 on Word Associations. Ellen’s score did not meet the criterion score for her age.

Ellen paused frequently between responses and repeated more than one item in a category. Ellen’s repetitions were delayed.

## Phonological Awareness

The Phonological Awareness subtest is designed to gather information about the student’s phonological skills across seventeen different tasks. Each task contains five items designed to measure the student’s mastery of that particular skill.

Ellen received a total score of 45 on Phonological Awareness. Ellen’s score did not meet the criterion score for her age.

## SUMMARY

Ellen Lewis was evaluated on 08/29/2003 by Lisa Edwards, Speech–Language Pathologist, at Miami Elementary. Results of the Clinical Evaluation of Language Fundamentals–Fourth Edition (CELF–4) revealed the following:

Core Language Score: 60  
Receptive Language Index: 73  
Expressive Language Index: 57  
Language Content Index: 68  
Language Structure Index: 62  
Working Memory Index: 77

## RECOMMENDATIONS

1. A comprehensive phonological evaluation to determine phonological skills.
2. IEP team meeting to discuss results of language evaluation.
3. Parent conference to discuss results of evaluation.
4. Frequency of speech and language therapy to be determined after the IEP meeting.

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(Signature)

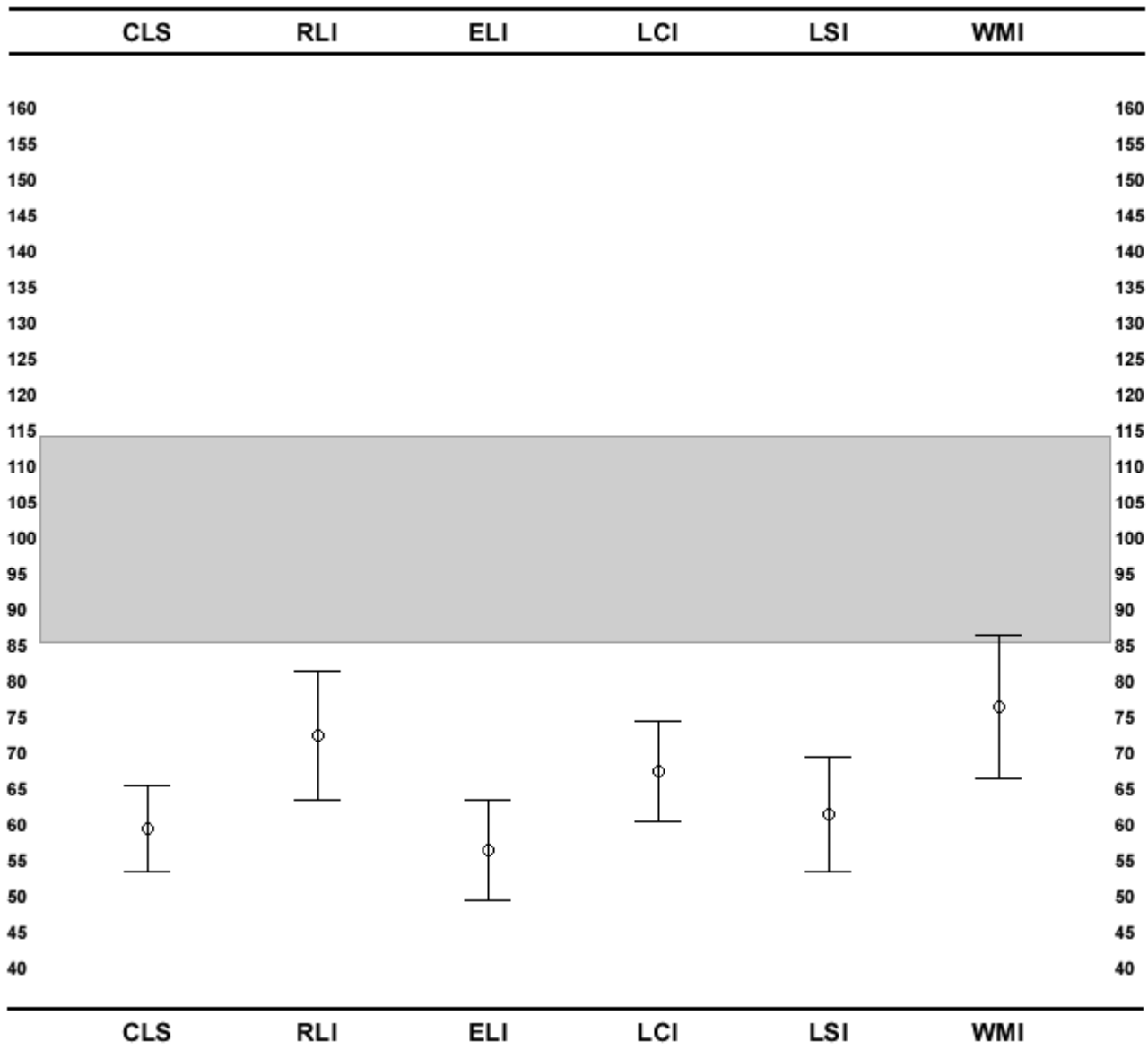
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(Date)

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## Core and Index Standard Scores



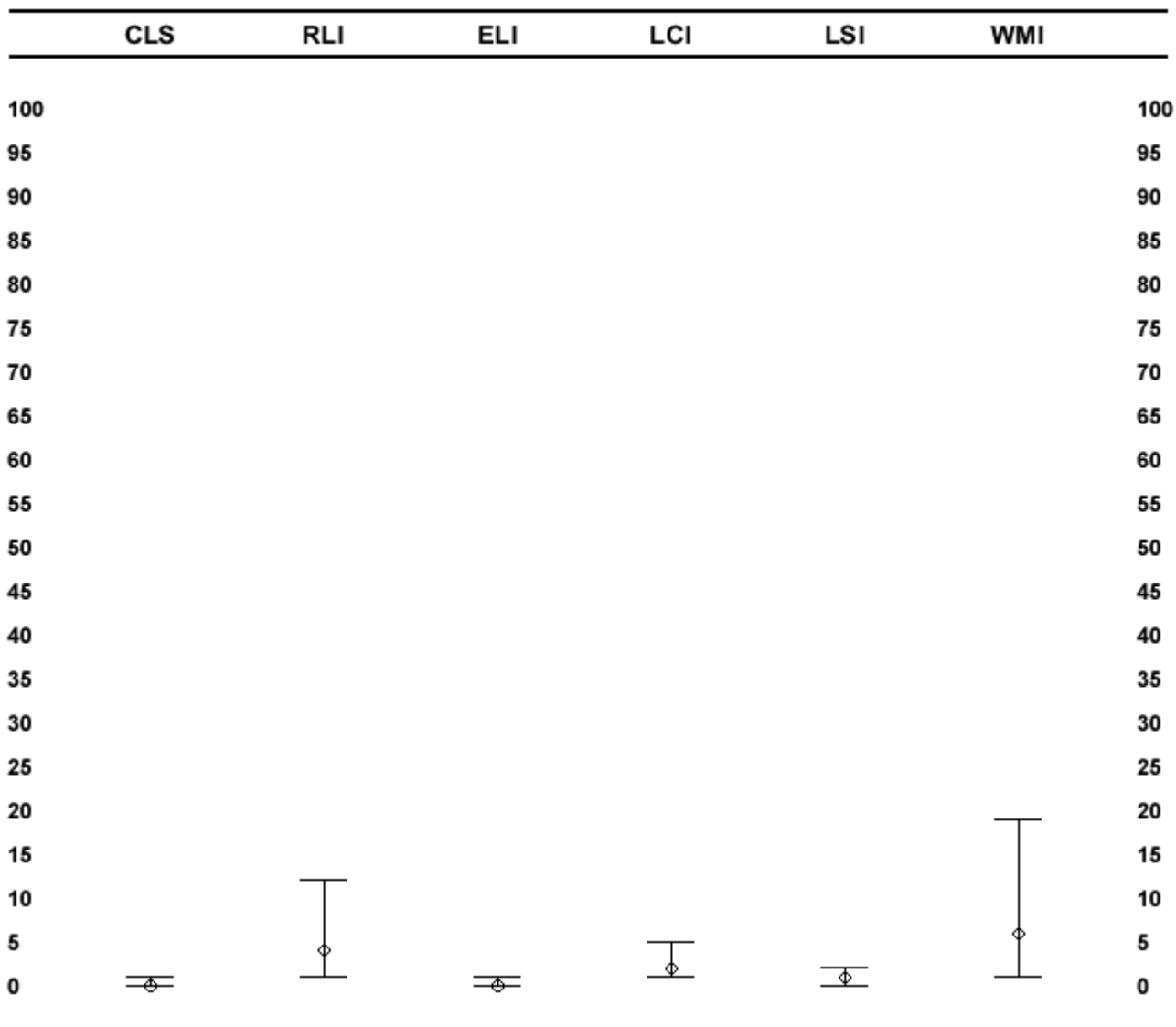
Note: Shaded area represents the average range (86-114).

| Core and Indexes                | Standard Score | Confidence Interval |
|---------------------------------|----------------|---------------------|
| Core Language Score (CLS)       | 60             | 54 to 66            |
| Receptive Language Index (RLI)  | 73             | 64 to 82            |
| Expressive Language Index (ELI) | 57             | 50 to 64            |
| Language Content Index (LCI)    | 68             | 61 to 75            |
| Language Structure Index (LSI)  | 62             | 54 to 70            |
| Working Memory Index (WMI)      | 77             | 67 to 87            |

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## Core and Index Percentile Ranks



| CLS                             | RLI | ELI              | LCI                 | LSI | WMI |
|---------------------------------|-----|------------------|---------------------|-----|-----|
| Core and Indexes                |     | Percentile Ranks | Confidence Interval |     |     |
| Core Language Score (CLS)       |     | 0.4              | 0.1 to 1            |     |     |
| Receptive Language Index (RLI)  |     | 4                | 1 to 12             |     |     |
| Expressive Language Index (ELI) |     | 0.2              | <0.1 to 1           |     |     |
| Language Content Index (LCI)    |     | 2                | 0.5 to 5            |     |     |
| Language Structure Index (LSI)  |     | 1                | 0.1 to 2            |     |     |
| Working Memory Index (WMI)      |     | 6                | 1 to 19             |     |     |

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## Therapy Activities

### General Therapy Strategies

#### GENERAL STRATEGIES

\*Identify three or four broad objectives that can be implemented by SLPs, special educators, and classroom teachers to ensure collaboration, cooperation, and generalization.

\*Therapy sessions should begin at the level that ensures the most success.

\*Structure each therapy session with a definite opening and closing activity.

\*Therapy sessions should be kept brief based upon student's age.

### General Phonological Awareness Strategies

#### GENERAL STRATEGIES

\* Teach from larger (words) to smaller (phonemes) linguistic units.

\*Follow a progression of easy phonological tasks (rhyming) to more difficult tasks (phoneme manipulation).

### Phonological Awareness

#### RHYMING-USING NURSERY RHYMES

Read/Recite familiar nursery rhymes (e.g., Row, row, row, your boat, gently down the stream. Merrily, merrily, merrily, merrily, life is but a dream.).

Ask the student, Do stream and dream rhyme? Use several nursery rhyme examples.

## Classroom Interventions

### Create a supportive classroom structure

#### SMALL GROUPS

Place the student in a small group at least once a day, to promote participation in classroom activities and interactions.

### Support listening skills and phonological awareness

#### PROVIDE REMINDERS

Remind the student, either verbally or in writing, to pay attention and use good listening skills.

#### REDIRECT

Redirect the student to promote attention and listening by providing verbal, visual, or written cues.



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Ellen was asked to complete the following subtests and tasks:

| <b>SUBTEST</b>                  | <b>TASK</b>   |
|---------------------------------|---|
| Concepts & Following Directions | Point to objects in response to oral directions.                                      |
| Word Structure                  | Complete a sentence with the target word(s).  |
| Recalling Sentences             | Imitate sentences presented by the examiner.  |
| Formulated Sentences            | Create a sentence about an illustration using target words or phrases.                |
| Word Classes 2–Receptive        | After listening to four choices, choose the two words that go together best.          |
| Word Classes 2–Expressive       | Describe the relationship between two words.  |
| Sentence Structure              | Point to a picture that illustrates the given sentence.                               |
| Expressive Vocabulary           | Identify an object, person, or activity portrayed in an illustration.                 |
| Understanding Spoken Paragraphs | Answer questions about paragraphs presented orally.                                   |
| Number Repetition 1–Total       | Repeat numbers forward and backward.  |
| Familiar Sequences 1            | Name days of the week, count backward, and order other information while being timed. |
| Phonological Awareness          | Rhyme words and segments; blend and identify sounds and syllables in words.           |
| Word Associations               | Name words in specific categories in 1 minute.  |
| Rapid Automatic Naming          | Name familiar colors, shapes, and shape-color combinations while being timed.         |

## **Reviewing Your Child's Performance**

Review the CELF-4 results with the examiner. The Parent Report lists the subtests given to your child and the index scores that reflect her performance. Your child's scores are plotted on the graph to indicate how her scores compare with the entire range of scores.

Please discuss any questions or concerns you have about these results with your child's examiner and/or teacher.

### **Notes:**