

CELF[®]
PRESCHOOL 2

Clinical Evaluation of Language Fundamentals
Preschool – SECOND EDITION

Scoring Assistant[®]

SAMPLE REPORT

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CELF[®] Preschool-2

Clinical Evaluation of Language Fundamentals[®] Preschool
 SECOND EDITION
 ELISABETH H. WIIG WAYNE A. SECORD ELEANOR SEMEL

| | | | |
|----------------|-------------------------------------|-----------------|----------------------------|
| Name: | Celine Prescott | Test Date: | 2/14/2005 |
| Date of Birth: | 8/14/2000 | Age at Testing: | 4 years 6 months |
| Sex: | Female | Report Date: | 2/14/2005 |
| Grade: | Pre-Kindergarten | Examiner: | Lisa Anderson |
| Parent(s): | Alice Prescott | Teacher: | Maria Lopez |
| Address: | 1230 Havenhurst Dr. Anderson, CT | School: | Franklin Head Start Center |
| | | Referred By: | Maria Lopez |

Summary Report

Level 1-Identifying whether or not there is a language disorder

| Subtest and Index Scores | Raw Score | Scaled Score | Standard Score | CI* 90% Level | PR* | PR* CI* 90% Level | Age Eq.* | S* | NCE* |
|--------------------------|-----------|--------------|----------------|------------------|-----|----------------------|----------|----|------|
| Sentence Structure | 12 | 8 | N/A | 6 to 10 | 25 | 9 to 50 | 3:11 | 4 | 36 |
| Word Structure | 7 | 5 | N/A | 3 to 7 | 5 | 1 to 16 | <3:0 | 2 | 15 |
| Expressive Vocabulary | 6 | 4 | N/A | 2 to 6 | 2 | 0.4 to 9 | <3:0 | 1 | 8 |
| Core Language Score | N/A | N/A | 75 | 69 to 81 | 5 | 2 to 10 | N/A | 2 | 15 |

Level 2-Describing the nature of the disorder

| Subtest and Index Scores | Raw Score | Scaled Score | Standard Score | CI* 90% Level | PR* | PR* CI* 90% Level | Age Eq.* | S* | NCE* |
|---------------------------------|-----------|--------------|----------------|------------------|-----|----------------------|----------|----|------|
| Sentence Structure | 12 | 8 | N/A | 6 to 10 | 25 | 9 to 50 | 3:11 | 4 | 36 |
| Concepts & Following Directions | 6 | 5 | N/A | 3 to 7 | 5 | 1 to 16 | 3:2 | 2 | 15 |
| Basic Concepts | 14 | 7 | N/A | 4 to 10 | 16 | 2 to 50 | 3:9 | 3 | 29 |
| Receptive Language Index | N/A | N/A | 81 | 74 to 88 | 10 | 4 to 21 | N/A | 2 | 23 |
| Word Structure | 7 | 5 | N/A | 3 to 7 | 5 | 1 to 16 | <3:0 | 2 | 15 |
| Expressive Vocabulary | 6 | 4 | N/A | 2 to 6 | 2 | 0.4 to 9 | <3:0 | 1 | 8 |
| Recalling Sentences | 20 | 10 | N/A | 9 to 11 | 50 | 37 to 63 | 4:11 | 5 | 50 |
| Expressive Language Index | N/A | N/A | 79 | 73 to 85 | 8 | 4 to 16 | N/A | 2 | 21 |
| Expressive Vocabulary | 6 | 4 | N/A | 2 to 6 | 2 | 0.4 to 9 | <3:0 | 1 | 8 |
| Concepts & Following Directions | 6 | 5 | N/A | 3 to 7 | 5 | 1 to 16 | 3:2 | 2 | 15 |
| Basic Concepts | 14 | 7 | N/A | 4 to 10 | 16 | 2 to 50 | 3:9 | 3 | 29 |
| Language Content Index | N/A | N/A | 73 | 66 to 80 | 4 | 1 to 9 | N/A | 2 | 12 |
| Sentence Structure | 12 | 8 | N/A | 6 to 10 | 25 | 9 to 50 | 3:11 | 4 | 36 |
| Word Structure | 7 | 5 | N/A | 3 to 7 | 5 | 1 to 16 | <3:0 | 2 | 15 |
| Recalling Sentences | 20 | 10 | N/A | 9 to 11 | 50 | 37 to 63 | 4:11 | 5 | 50 |
| Language Structure Index | N/A | N/A | 86 | 80 to 92 | 18 | 9 to 30 | N/A | 3 | 30 |
| Word Classes-Receptive | 9 | 6 | N/A | 4 to 8 | 9 | 2 to 25 | <4:0 | 2 | 22 |
| Word Classes-Expressive | 0 | 4 | N/A | 3 to 5 | 2 | 1 to 5 | <4:0 | 1 | 8 |
| Word Classes-Total | N/A | 5 | N/A | 4 to 6 | 5 | 2 to 9 | <4:0 | 2 | 15 |

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

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Level 3-Evaluating early classroom and literacy fundamentals

| | Raw Score | Criterion Score | Rating |
|---------------------------|-----------|-----------------|--------------|
| Phonological Awareness | 7 | > or = 9 | Did Not Meet |
| Pre-Literacy Rating Scale | 48 | > or = 56 | Did Not Meet |

| | Raw Score | Percentile Range |
|--------------------------------|-----------|------------------|
| Recalling Sentences In Context | 27 | 60–64 |

Discrepancy Comparisons

| Indexes | Score 1 | Score 2 | Difference | Critical Value | Significant Difference (Y or N) | Prevalence | Statistically Significant Level |
|-------------------------------------|---------|---------|------------|----------------|---------------------------------|------------|---------------------------------|
| Receptive–Expressive Language Index | 81 | 79 | 2 | 11 | N | 46.9% | .05 |
| Language Content–Structure Index | 73 | 86 | - 13 | 11 | Y | 7.5% | .05 |

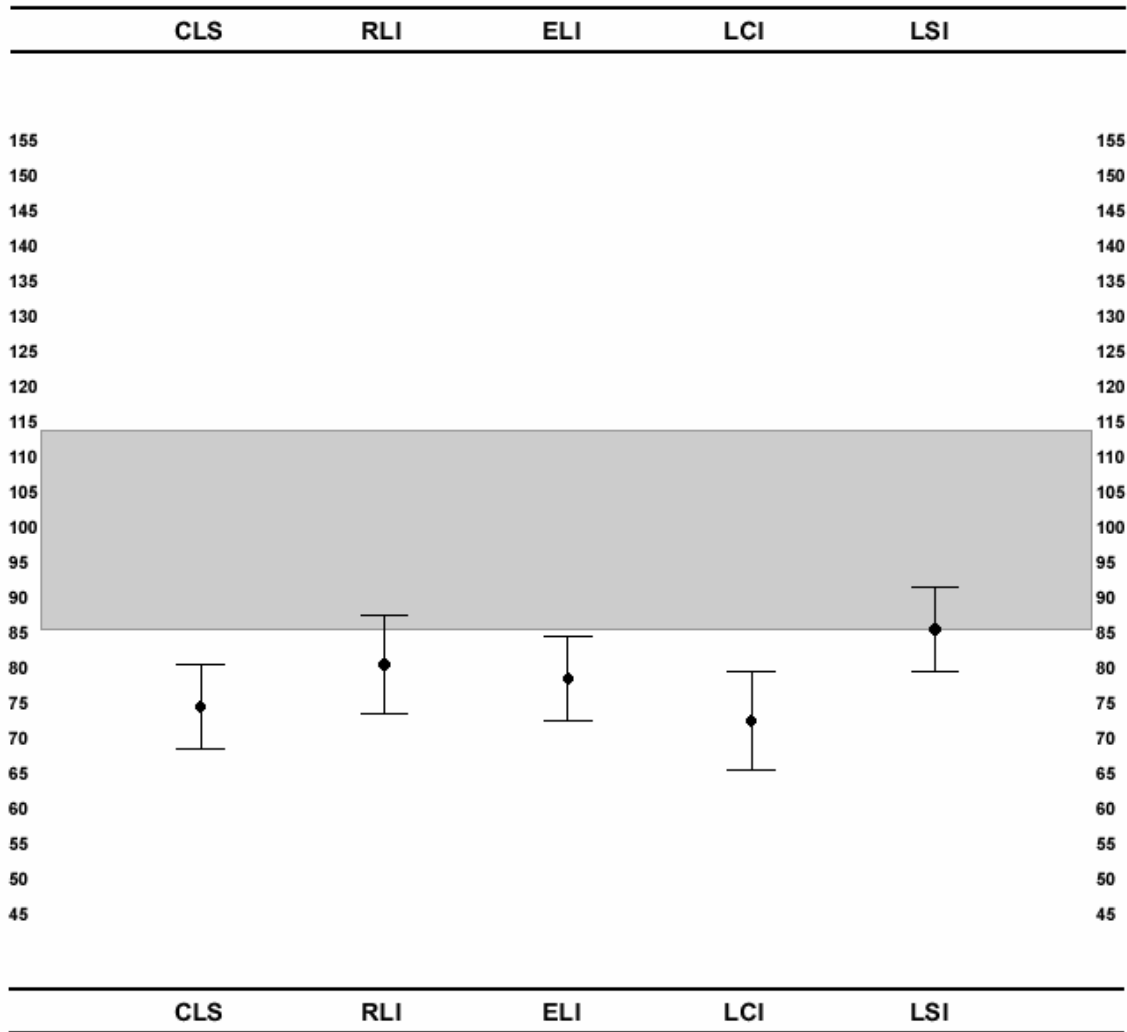
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Core & Index Standard Scores



| Core and Indexes | Standard Score | Confidence Interval |
|--|----------------|---------------------|
| Core Language Score (CLS) | 75 | 69 to 81 |
| Receptive Language Index (RLI) | 81 | 74 to 88 |
| Expressive Language Index (ELI) | 79 | 73 to 85 |
| Language Content Index (LCI) | 73 | 66 to 80 |
| Language Structure Index (LSI) | 86 | 80 to 92 |
| Note: Shaded area represents the average range (86-114). | | |

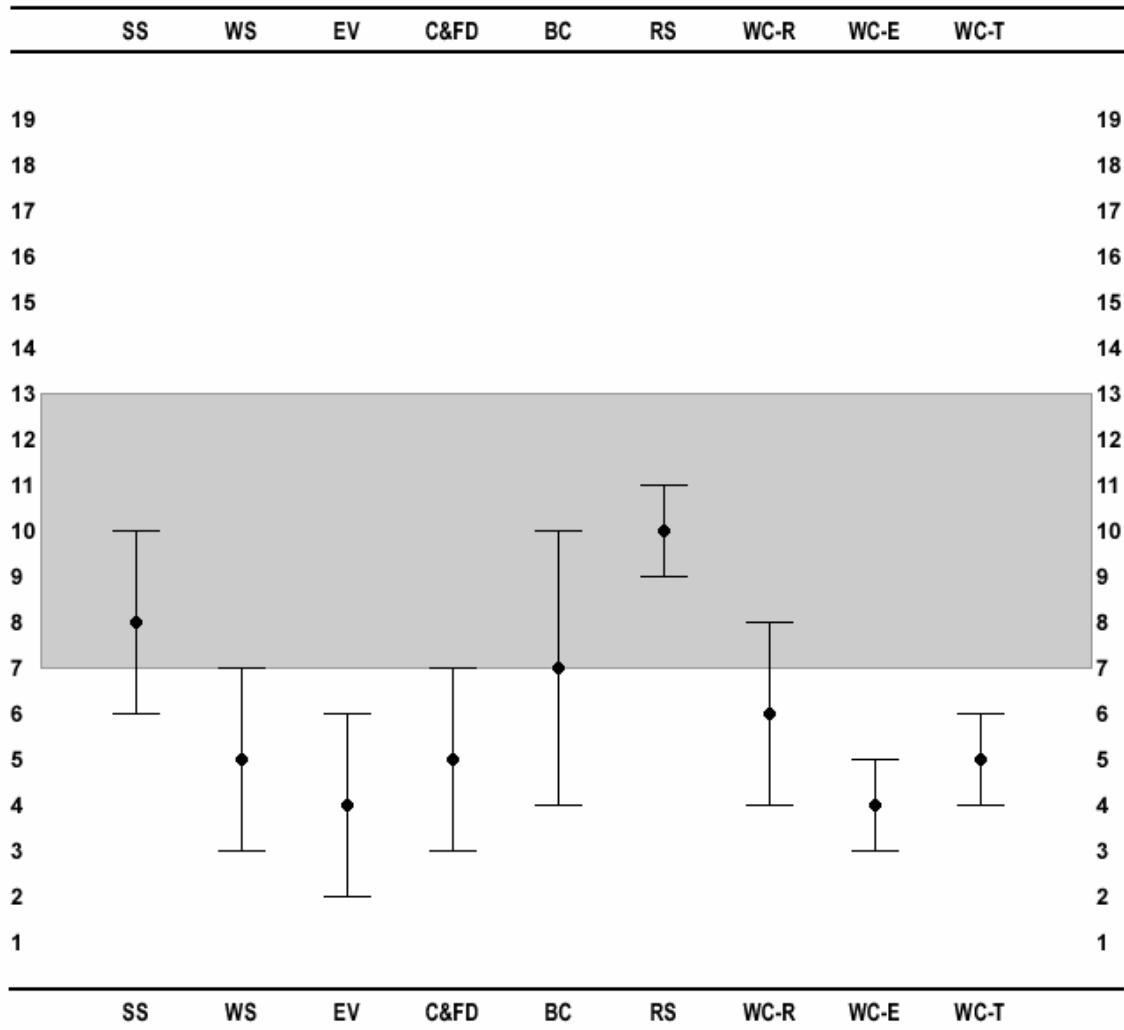
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Subtest Scaled Scores



| Subtest | Scaled Score | Confidence Interval |
|--|--------------|---------------------|
| Sentence Structure (SS) | 8 | 6 to 10 |
| Word Structure (WS) | 5 | 3 to 7 |
| Expressive Vocabulary (EV) | 4 | 2 to 6 |
| Concepts & Following Directions (C&FD) | 5 | 3 to 7 |
| Basic Concepts (BC) | 7 | 4 to 10 |
| Recalling Sentences (RS) | 10 | 9 to 11 |
| Word Classes-Receptive (WC-R) | 6 | 4 to 8 |
| Word Classes-Expressive (WC-E) | 4 | 3 to 5 |
| Word Classes-Total (WC-T) | 5 | 4 to 6 |

Note: Shaded area represents the average range (7-13).

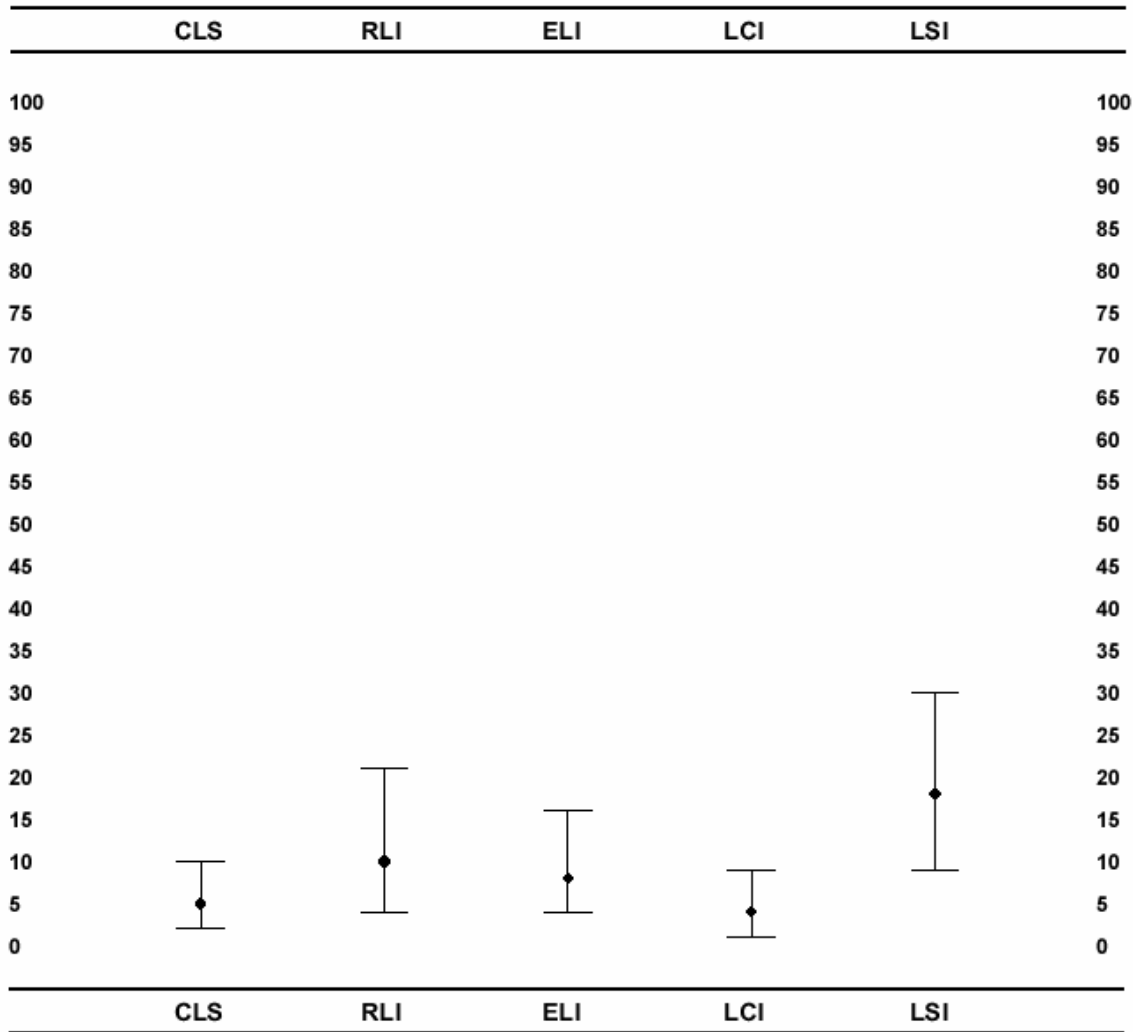
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Core & Index Percentile Ranks



| Core and Indexes | Percentile Rank | Confidence Interval |
|---------------------------------|-----------------|---------------------|
| Core Language Score (CLS) | 5 | 2 to 10 |
| Receptive Language Index (RLI) | 10 | 4 to 21 |
| Expressive Language Index (ELI) | 8 | 4 to 16 |
| Language Content Index (LCI) | 4 | 1 to 9 |
| Language Structure Index (LSI) | 18 | 9 to 30 |

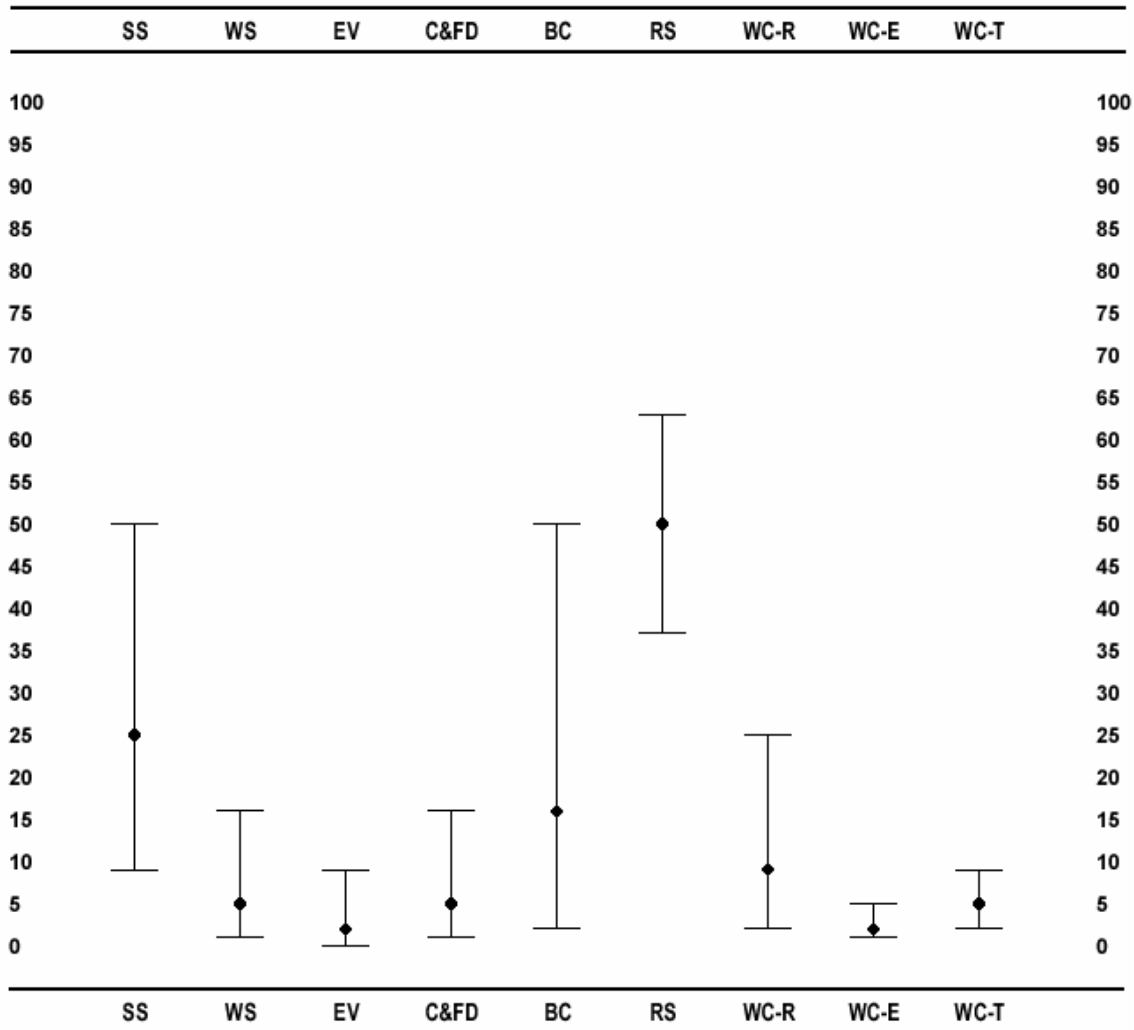
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Subtest Percentile Ranks



| Subtest | Percentile Rank | Confidence Interval |
|--|-----------------|---------------------|
| Sentence Structure (SS) | 25 | 9 to 50 |
| Word Structure (WS) | 5 | 1 to 16 |
| Expressive Vocabulary (EV) | 2 | 0.4 to 9 |
| Concepts & Following Directions (C&FD) | 5 | 1 to 16 |
| Basic Concepts (BC) | 16 | 2 to 50 |
| Recalling Sentences (RS) | 50 | 37 to 63 |
| Word Classes–Receptive (WC-R) | 9 | 2 to 25 |
| Word Classes–Expressive (WC-E) | 2 | 1 to 5 |
| Word Classes–Total (WC-T) | 5 | 2 to 9 |

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Narrative Report

REASON FOR REFERRAL

Celine attends the Franklin Head Start program and receives speech and language services for a receptive and expressive language delay. She was referred for evaluation to determine if she continues to qualify for services and determine progress. There are no identifiable sensory, behavioral, or emotional concerns.

BEHAVIORAL OBSERVATIONS

Celine's activity level throughout the test was generally appropriate. Celine maintained attention most of the time. Her attention to task generally lasted 3 to 5 minutes. Responses were generally given in 0 to 15 seconds. She engaged in test-appropriate conversation most of the time.

CELF PRESCHOOL–2 CORE LANGUAGE SCORE

Celine was administered the three subtests of the Clinical Evaluation of Language Fundamentals Preschool–Second Edition (CELF Preschool–2) from which the Core Language score was derived. The Core Language score is considered to be the most representative measure of Celine's language skills and provides an easy and reliable way to quantify a child'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 a typically developing child of a given age.

For Celine's Core Language score, the following subtests were administered:

- Sentence Structure
- Word Structure
- Expressive Vocabulary

Celine received a Core Language score of 75 (confidence interval = 69 to 81, percentile rank = 5). This score is in the low range of developmental functioning.

CELF PRESCHOOL–2 RECEPTIVE LANGUAGE INDEX

The Receptive Language index is a cumulative measure of Celine's performance on 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 a typically developing child of a given age.

For Celine's Receptive Language index, the following subtests were administered:

- Sentence Structure
- Concepts & Following Directions
- Basic Concepts

Celine received a Receptive Language index of 81 (confidence interval = 74 to 88, percentile rank = 10). This score is in the borderline range of developmental functioning.

CELF PRESCHOOL–2 EXPRESSIVE LANGUAGE INDEX

The Expressive Language index is a cumulative measure of Celine's performance on the three subtests that probe 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 a typically developing child of a given age.

For Celine's Expressive Language index, the following subtests were administered:

- Word Structure
- Expressive Vocabulary
- Recalling Sentences

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Celine received an Expressive Language index of 79 (confidence interval = 73 to 85, percentile rank = 8). This score is in the borderline range of developmental functioning.

CELF PRESCHOOL–2 LANGUAGE CONTENT INDEX

The Language Content index is a cumulative measure of Celine'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 a typically developing child of a given age.

For Celine's Language Content index, the following subtests were administered:

Expressive Vocabulary
Concepts & Following Directions
Basic Concepts

Celine received a Language Content index of 73 (confidence interval = 66 to 80, percentile rank = 4). This score is in the low range of developmental functioning.

CELF PRESCHOOL–2 LANGUAGE STRUCTURE INDEX

The Language Structure index is a cumulative measure of Celine's performance on three 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 a typically developing child of a given age.

For Celine's Language Structure index, the following subtests were administered:

Sentence Structure
Word Structure
Recalling Sentences

Celine received a Language Structure index of 86 (confidence interval = 80 to 92, percentile rank = 18). This score is in the average range of developmental functioning.

CELF PRESCHOOL–2 SUBTEST SCORES

Sentence Structure

The Sentence Structure subtest is used to evaluate the ability to interpret spoken sentences of increasing length and complexity. For this subtest, Celine was asked to point to the picture that illustrates a given sentence. This subtest can give information about how she understands spoken sentences in the classroom and at home. The mean for this subtest is 10 and the standard deviation is 3. Celine received a scaled score of 8 (confidence interval 6 to 10, percentile rank 25) on the Sentence Structure subtest.

Word Structure

The Word Structure subtest is used to evaluate a child's knowledge of grammatical rules in a sentence-completion task. Celine was asked to complete a sentence that pertains to an illustration using the targeted word structures. Information from this subtest can help determine how Celine is acquiring the morphological rules of the English language. This subtest has mean of 10 and a standard deviation of 3. Celine received a scaled score of 5 (confidence interval 3 to 7, percentile rank 5) on the Word Structure subtest.

Expressive Vocabulary

The Expressive Vocabulary subtest is used to evaluate a child's ability to label pictures of people, objects, and actions. Information from this subtest can be used to determine how Celine is able to name objects, people, and activities in her home/school environment. The mean for this subtest is 10 and the standard deviation is 3. Celine received a scaled score of 4 (confidence interval 2 to 6, percentile rank 2) on the Expressive Vocabulary subtest.

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Concepts & Following Directions

The Concepts & Following Directions subtest is used to evaluate a child's ability to interpret, recall, and execute oral commands of increasing length and complexity. Celine was asked to remember the names, characteristics, and order of pictured animals, and point to them in response to an oral direction. This subtest has a mean of 10 and a standard deviation of 3. Celine received a scaled score of 5 (confidence interval 3 to 7, percentile rank 5) on the Concepts & Following Directions subtest.

Basic Concepts

The Basic Concepts subtest evaluates the child's knowledge of dimension/size, direction/location/position, number/quantity, and equality concepts. After listening to a description, Celine was asked to point to the picture that best identifies a concept. This subtest has a mean of 10 and a standard deviation of 3. Celine received a scaled score of 7 (confidence interval 4 to 10, percentile rank 16) on the Basic Concepts subtest.

Recalling Sentences

The Recalling Sentences subtest is used to evaluate the child's ability to repeat sentences of varying length and complexity without changing any word meanings or structure. The child's response indicates if critical meaning or structural features are internalized for recall. The ability to remember spoken sentences is required in following directions and other situations in preschool and home settings. The mean for the subtest is 10 and the standard deviation is 3. Celine received a scaled score of 10 (confidence interval 9 to 11, percentile rank 50) on the Recalling Sentences subtest.

SUPPLEMENTARY SUBTESTS

Word Classes

The Word Classes subtest is used to evaluate the ability to understand and express relationships between words that are related by semantic class relationships. Celine was asked to choose the items that best represent the desired relationship, then express the relationship. This subtest gives information about Celine's development of categorization skills and ability to associate word meanings. This subtest has a mean of 10 and the standard deviation is 3.

Celine's scores on the Word Classes subtest are:

Word Classes–Receptive scaled score 6 (confidence interval = 4 to 8, percentile rank = 9).

Word Classes–Expressive scaled score 4 (confidence interval = 3 to 5, percentile rank = 2).

Word Classes–Total scaled score 5 (confidence interval = 4 to 6, percentile rank = 5).

Phonological Awareness

The Phonological Awareness subtest is designed to gather information about a child's knowledge of the sound structure of language across six different tasks. Each task contains four items designed to measure the child's mastery of that particular skill. Phonological Awareness abilities relate to preschool and early elementary curriculum objectives required for pre-reading and early reading acquisition. Celine received a total score of 7 on Phonological Awareness. Celine's score did not meet the criterion score for her age, indicating inadequate processing at the level of phonology.

Pre-Literacy Rating Scale

The Pre-Literacy Rating Scale is a supplementary checklist that can be used to provide additional information about Celine's skills that may influence development of reading and writing. The abilities evaluated reflect milestones seen in the normal development of literacy skills for preschool and kindergarten-age children. Information on this checklist was completed by Celine's Teacher. Celine received a total score of 48. This score did not meet the criterion score for her age. This score suggests inadequate pre-literacy skills.

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Recalling Sentences in Context

Using a storybook, this subtest evaluates Celine's ability to repeat sentences without changing word meaning, inflections, morphology, or syntax. The inability to repeat sentences verbatim indicates whether the child has internalized the required structures. Celine earned a total raw score of 27 on Recalling Sentences in Context. Her score is in the 60–64 percentile range for her age.

SUMMARY

Celine Prescottt was evaluated on 02/14/05 by Lisa Anderson. Results of the Clinical Evaluation of Language Fundamentals Preschool–Second Edition (CELF Preschool–2) revealed the following:

Core Language Score-75
Receptive Language Index-81
Expressive Language Index-79
Language Content Index-73
Language Structure Index-86

RECOMMENDATIONS

1. Celine's Core Language Score of 75 supports the continuation of language services.
2. Celine's performance on all subtests that assess language content is in the marginal to low developmental range. Based on these findings, therapy should target content knowledge and use, especially as they relate to early literacy development.

(Signature)

(Date)

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Item Analysis Report

Sentence Structure

| Category | Correct Items | Incorrect Items | Not Administered Items |
|----------------------|---|--|--|
| Structure | | | |
| Prepositional Phrase | 2 (in the wagon), 7 (in the box), 10 (under the big tree) | 15 (toward the girl) | |
| Verb Condition | 3 (is running), 8 (will find), 11 (can get) | | |
| Modification | 4 (big, spotted, black, white), 7 (spotted) | | 20 (first, two, third) |
| Copula | 1 (is sleepy) | 18 (is ready) | |
| Infinitive | 5 (to bake) | 18 (to go) | |
| Negation | 6 (not) | | |
| Passive | 9 (is being followed) | 17 (is being pushed) | |
| Relative Clause | 10 (who is sitting under the big tree), 12 (who is standing in the front of the line) | 14 (who is holding the baby) | |
| Compound Sentence | | 13 (She is climbing and he is swinging.) | 20 (The first two children are in line, but the third child is still playing.) |
| Indirect Object | | 16 (the cat) | |
| Indirect Request | | 19 (Shouldn't you wear your jacket?) | |
| Subordinate Clause | | | 21 (although she doesn't need it), 22 (before she ate the sandwich) |

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Word Structure

| Category | Correct Items | Incorrect Items | Not Administered Items |
|-----------------------------|---|------------------------|------------------------------|
| Preposition | 3 (in/inside the box), 5 (on the chair) | | |
| Regular Plural | | 10 (horses) | |
| Possessive Noun | | 12 (king's) | |
| Verb Tense | | | |
| Progressive -ing | 1 (sleeping), 2 (walking) | | |
| Third Person Singular | | 9 (sleeps), 11 (flies) | |
| Future Tense | | | 15 (will slide) |
| Regular Past Tense | | | 17 (climbed) |
| Irregular Past Tense | | | 23 (blew), 24 (fell) |
| Copula | | | |
| Contractible | 7 (It is big.) | | |
| Uncontractible/Auxiliary | | | 21 (She is.), 22 (They are.) |
| Pronoun | | | |
| Objective | 6 (her), 8 (him) | | |
| Possessive | | 4 (hers) | |
| Subjective | | | 14 (He is.), 20 (She does.) |
| Reflexive | | | 16 (herself) |
| Derivational Form | | | |
| Noun Derivation | | | 13 (singer) |
| Comparative and Superlative | | | 18 (faster), 19 (fastest) |

Expressive Vocabulary

| Category | Correct Items | Incorrect Items | Not Administered Items |
|--------------------------|-------------------------|-------------------------------|----------------------------------|
| Verb | 1 (riding), 6 (pouring) | 8 (wrapping) | |
| Food | 2 (carrot) | | |
| Geography/Social Studies | 3 (flag) | | |
| Occupations/People | 4 (firefighter/fireman) | | 18 (veterinarian), 19 (audience) |
| Music/Instruments | 5 (piano) | | |
| Communication | | 7 (newspaper) | 17 (stamp) |
| Science | | 9 (footprint), 12 (telescope) | 16 (binoculars) |
| Sports | | 10 (trophy) | |
| Part/Whole Relationships | | 11 (branch) | |
| Math | | 13 (calculator) | 15 (calendar), 20 (scale) |
| Medical/Health Care | | | 14 (wheelchair) |

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Concepts & Following Directions

| Category | Correct Items | Incorrect Items | Not Administered Items |
|----------------------------|--------------------|----------------------------------|---|
| Concepts | | | |
| Dimension/Size | 1 (tallest) | 9 (big/little) | 16 (big/little), 21 (big/little) |
| Inclusion/Exclusion | 2 (both) | 11 (all...except) | 17 (either/or) |
| Equality | 3 (match) | | |
| Temporal | 4 (then), 6 (when) | 8 (after), 9 (then), 12 (before) | 14 (before), 16 (then), 18 (then), 20 (after) |
| Location | 5 (next to) | 7 (closest to), 10 (farthest) | 15 (top, bottom) |
| Condition | | 13 (unless) | |
| Sequence | | | 18 (first/last), 19 (second/third), 21 (last), 22 (first/second/last) |
| Directions | | | |
| No Orientation | | | |
| 1-Level Command | 1, 2, 3, 5, 6 | 7, 10, 11, 13 | |
| 2-Level Command | 4 | 8, 9, 12 | 14, 15, 16, 17 |
| Serial Orientation | | | |
| 2-Level Command | | | 18, 19, 20 |
| 3-Level Command | | | 21, 22 |
| Number of Modifiers | | | |
| 1 | 1 | 9 | 15, 16, 18, 19, 22 |
| 2 | | | 21 |

Recalling Sentences

| Category | Correct Items | Incorrect Items | Not Administered Items |
|---------------------------|---------------|-----------------|------------------------|
| Active Declarative | | | 1, 2 |
| Active Declarative With | | | |
| Coordination | | | 3 |
| Noun Modification | | | 7 |
| Negative | | | 9 |
| Subordinate Clause | | | 10 |
| Relative Clause | | | 12, 13 |
| Active Interrogative With | | | |
| Negative | | | 4 |
| Passive Declarative With | | | |
| Negative | | | 5, 11 |
| Coordination | | | 8 |
| Passive Interrogative | | | 6 |

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Pre-Literacy Rating Scale Report

Celine's Pre-Literacy Rating Scale Scores:

| | |
|-----------------|--------------|
| Rater | Teacher |
| Raw Score | 48 |
| Criterion Score | > or = 56 |
| Rating | Did Not Meet |

Emergent Reading Skills

(T-Teacher, P-Parent, C-Clinician, O-Other)

| Item | | Never | Sometimes | Often | Always | NA |
|------|--|-------|-----------|-------|--------|----|
| 1 | holds a book right side up | | T | | | |
| 2 | turns the pages in books one at a time in front-to-back order | T | | | | |
| 3 | can point to a picture when an adult names it | | | T | | |
| 4 | recognizes common logos in community | | T | | | |
| 5 | understands that a group of letters forms a word | | | T | | |
| 6 | can tell what happened first, next, and last in a familiar story | | T | | | |
| 7 | identifies and names 5 or more printed numbers | T | | | | |
| 8 | identifies and names 5 or more letters of the alphabet | T | | | | |
| 9 | recognizes own printed name and familiar printed words | T | | | | |
| 10 | says the sound that 5 or more familiar letters make | T | | | | |
| 11 | joins 2 letters to make a syllable or word | | T | | | |
| 12 | joins 3 letters to make a syllable or word | T | | | | |

Emergent Writing Skills

(T-Teacher, P-Parent, C-Clinician, O-Other)

| Item | | Never | Sometimes | Often | Always | NA |
|------|---|-------|-----------|-------|--------|----|
| 21 | writes most letters accurately | | T | | | |
| 22 | uses correct spacing between letters or words | | T | | | |
| 23 | writes on printed lines when provided | | T | | | |
| 24 | copies short words from the board accurately | | T | | | |
| 25 | does not reverse letters or numbers | | T | | | |
| 26 | self-corrects errors if letters or numbers are copied incorrectly | | T | | | |
| 13 | writes, draws, and/or scribbles to imitate writing | | T | | | |
| 14 | copies circles and squares | | T | | | |
| 15 | writes and/or scribbles from the left to the right side of a page | | T | | | |
| 16 | draws and/or writes within the space provided | | T | | | |
| 17 | produces recognizable simple drawings | | T | | | |
| 18 | copies and/or writes own name accurately | | T | | | |
| 19 | copies and/or writes numbers from 1-5 accurately | | T | | | |
| 20 | copies and/or writes 5 or more single letters accurately | | T | | | |

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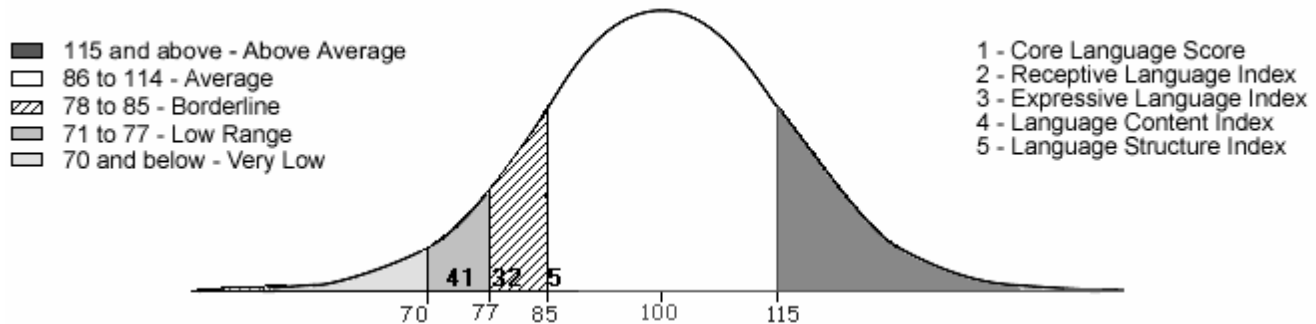
CELF PRESCHOOL-2 PARENT REPORT

Name: Celine Prescott Test date: 2/14/2005
 Date of Birth: 8/14/2000 Age: 4:6
 Grade: Pre-Kindergarten Examiner: Lisa Anderson

Your child was recently given the Clinical Evaluation of Language Fundamentals[®] Preschool-Second Edition (CELF Preschool-2), a tool for identifying, diagnosing, and performing follow-up evaluations of language deficits in children ages 3-6 years. The results are as follows:

CELF PRESCHOOL-2 RESULTS:

| | Standard Score | Confidence Interval | Percentile Rank |
|--|--|---------------------|-----------------|
| Core Language Score (CLS) | 75 | 69 to 81 | 5 |
| Sentence Structure Word Structure Expressive Vocabulary | The CLS is the most representative score to describe Celine's overall language performance. It consists of the CELF Preschool-2 subtests that best determine the presence or absence of a language disorder. | | |
| Receptive Language Index (RLI) | 81 | 74 to 88 | 10 |
| Sentence Structure Concepts & Following Directions Basic Concepts | The RLI is a measure of listening and auditory comprehension. It describes Celine's ability to understand language she hears. | | |
| Expressive Language Index (ELI) | 79 | 73 to 85 | 8 |
| Word Structure Expressive Vocabulary Recalling Sentences | The ELI is a measure of expressive language skills. It describes Celine's ability to express herself orally. | | |
| Language Content Index (LCI) | 73 | 66 to 80 | 4 |
| Expressive Vocabulary Concepts & Following Directions Basic Concepts | The LCI is a measure of various aspects of semantic (language meaning) development. It describes Celine's abilities in vocabulary, concept development, and understanding of simple and complex sentences. | | |
| Language Structure Index (LSI) | 86 | 80 to 92 | 18 |
| Sentence Structure Word Structure Recalling Sentences | The LSI is an overall measure of comprehension and production of word and sentence structure. It describes Celine's ability to use language according to morphological and structural rules. | | |



Note: Plotting of scores may overlap causing some values to be distorted.

CELF[®] Preschool–2

Clinical Evaluation of Language Fundamentals[®] Preschool
SECOND EDITION
ELISABETH H. WIIG WAYNE A. SECORD ELEANOR SEMEL

Celine was asked to complete the following subtests and tasks:

| SUBTEST | TASK |
|---------------------------------|--|
| Sentence Structure | Point to pictures in response to oral directions. |
| Word Structure | Complete a sentence with the correct form of a word (e.g., tenses, plurals, word endings). |
| Expressive Vocabulary | Identify an object, person, or activity portrayed in a picture. |
| Concepts & Following Directions | Point to a series of pictures in response to oral directions. |
| Basic Concepts | Point to a picture that illustrates the targeted concept (e.g., empty, tall, cold, different). |
| Recalling Sentences | Repeat sentences presented by the examiner. |
| Word Classes | Choose two words that are related and describe the relationship. |
| Phonological Awareness | Rhyme words; blend and identify sounds and syllables in words. |
| Pre-Literacy Rating Scale | The examiner elicits information from a caregiver/teacher about the child's emergent reading and writing skills. |
| Recalling Sentences in Context | Imitate sentences from a story. |

Reviewing Your Child's Performance

This 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 Lisa Anderson.

Notes:

To find out more, call **1-800-211-8378**,
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In Canada, call 1-800-387-7278

In United Kingdom, call +44 (0) 1865 888188

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