

Outcome Measure	Clinical Evaluation of Language Fundamentals V (CELF-5)
Sensitivity to Change	Yes
Population	Pediatrics
How to obtain	Pearson Assessment
Domain	Language and Communication
Type of Measure	Standardized test of child language
Time to administer	30–45 minutes for the Core Language Score. Total assessment: variable
Description	<p>CELF-V is an individually administered clinical tool for the identification, diagnosis, and follow-up evaluation of language skill deficits in school-age children, adolescents, and young adults. It was designed to identify individuals aged from 5 years to 21;11 years who lack the basic foundations of content and form that characterise mature language use: word meanings (semantics), word and sentence structure (morphology and syntax), as well as the recall and retrieval of spoken language (memory).</p> <p>It is an individually administered assessment tool made up of 18 subtests organized into four levels of testing that address language content, structure, and use.</p> <p>Specific groups of subtests may be administered by the examiner to gain information about different aspects of a language disorder. The first level of testing measures general language ability, determines the presence or absence of a language disorder, and assesses appropriateness of service by quantifying performance. The four subtests at this level make up the Core Language Score (CLS), the foundational score from which any or all of three pathways may be taken to provide more in-depth information. Subsequent levels of testing examine (a) the nature of the language disorder, (b) behaviors associated with the language disorder, and (c) the effect of the language disorder on classroom functioning. Each of these requires the administration of additional subtests.</p> <p>Administration: Verbal response to picture stimuli</p> <p>Completion Time: 30–45 minutes for the Core Language Score. Total assessment: variable</p> <p>Scores/Interpretation: Core Language Score, Receptive Language, Expressive Language, Language Structure and Language Content standard scores, Pragmatics, percentile ranks, growth scale values, and age equivalents.</p> <p>Scoring Options: Q-global™ Web-based Administration, Scoring, and Reporting; and manual scoring</p> <p>It now offers a more robust assessment of pragmatics using observations and interactive activities. Also written language tests, updated norms, and a scoring/reporting platform delivered on Q-global.</p> <p>Available in both traditional and digital editions, with current normative data, reflecting population diversity.</p> <p>Battery of 16 stand-alone tests</p> <ul style="list-style-type: none"> • Ten to eleven of the 16 tests are administered, depending on the student's age • New normative data based on the March 2010 U.S. Census Update • Modifications that reflect the results of multiple research phases and clinician feedback <p>New Digital Kit option</p> <ul style="list-style-type: none"> • All manuals (Examiner's Manual, Technical Manual, and two Stimulus Books) are delivered on a flash drive • Includes a full set of paper Record Forms, Reading and Writing Supplements, and Observational Rating Scales

	<p>Improved usability</p> <ul style="list-style-type: none"> • Option of traditional or digital delivery on a desktop or laptop <p>All verbal stimuli and item analyses appear in the Record Form</p>
Properties	<p>Extensive standardization based on 3,250 5 to 21-year olds (for review: (Coret and McCrimmon 2015).</p> <p>Reliability: <u>Split-half reliability</u> of subtests acceptable to excellent (.60-.99) and all excellent for indexes (.92 -.97). <u>Test-retest reliability</u> (7-46 days):.56 -.93 (subtests), .86 to .92 (composites). <u>Inter-rater reliability</u> for subjectively scored subtests excellent: .91-.99.</p> <p>Validity: <u>Construct:</u> Inter-correlations low to moderate between subtests .19 to .65 reflecting different content as well as overlap. Composites inter-correlate .72-.92.</p> <p><u>Convergent:</u> CELF-5 indices correlate with CELF-4 (.82-.92), Peabody Picture Vocabulary -4th edition (.68-.80) and Expressive Vocabulary test- 2nd Edition (.65-.78).</p> <p><u>Sensitivity and specificity:</u> Excellent (i.e. cut off score of – 1.33 SDs, captures 97% of all children with language disorders and misses only 3%). See http://www.speechandlanguage.com/wp-content/uploads/2013/06/CELF-5_Evidence_SensitivitySpecificity.pdf for further detail.</p> <p>Sensitivity to Change. One RCT that used the CELF to assess treatment effects found no change (Phillips, Tabulda et al. 2016).</p>
Advantages	<ul style="list-style-type: none"> • Report standard scores, percentile ranks, and growth scale values for the new and improved (compared to previous version, CELF-IV) Pragmatics Profile • Select one of six interactive tasks to rate behaviors observed during authentic communication activities using the Pragmatics Activities Checklist <p>Targeted assessment of written language</p> <ul style="list-style-type: none"> • Assess Reading Comprehension and Structured Writing • Compare skills to oral language performance
Disadvantages	<p>Not yet standardized/normed on an AU population</p> <p>Cannot be re-administered frequently (not earlier than 12 months)</p> <p>Performance is heavily influenced by cognitive abilities/impairment</p>

References

Coret, M. C. and A. W. McCrimmon (2015). "Test Review: Wiig, E.H., Semel, E., & Secord, W. A. (2013). Clinical Evaluation of Language Fundamentals–Fifth Edition (CELF-5). Bloomington, MN: NCS Pearson." Journal of Psychoeducational Assessment **33**(5): 495-500.

Phillips, B. M., et al. (2016). "Literate Language Intervention With High-Need Prekindergarten Children: A Randomized Trial." Journal of Speech, Language & Hearing Research **59**(6): 1409-1420.

Wiig, E. H., Semel, E., & Secord, W. A. (2013). The Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5). New York: Pearson Publications.