CELF® -5 UK
Clinical Evaluation of Language Fundamentals® - Fifth UK Edition
Score Report
Elisabeth H. Wiig, Eleanor Semel, Wayne A. Secord

Name: Sarah M. Sample
ID: 87654321
Gender: Female
Birth Date: 17/11/2010
Test Date: 05/10/2016
Age: 5:10
School Year: Year 2 (ENG+W) / Year 3 (NI) / P3 (SCO)
School/College/University: Sample School
Teacher: Sample Teacher
Preferred Hand: Right
Examiner: Sample Examiner
Address: Sample address
Comments: Sample comments for Sarah
Note. Pragmatics Profile and Pragmatics Activity Checklist scores, if presented in this report, are based on normative data collected for the United States edition of the CELF-5. Growth Scale Values presented in the Test Scaled Scores Summary are based on normative data collected for the United States edition of the CELF-5.

## SCORE SUMMARY

### Test Scaled Scores

<table>
<thead>
<tr>
<th></th>
<th>Raw Score</th>
<th>Scaled Score</th>
<th>Confidence Interval 90% Level</th>
<th>Percentile Rank</th>
<th>Percentile Rank CI</th>
<th>Age Equivalent</th>
<th>GSV</th>
<th>NCE</th>
<th>Stanine</th>
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<tbody>
<tr>
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<td>7</td>
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<tr>
<td>Linguistic Concepts</td>
<td>15</td>
<td>7</td>
<td>5 to 9</td>
<td>16</td>
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<tr>
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<td>8</td>
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<td>25</td>
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<td>4:8</td>
<td>510</td>
<td>36</td>
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<td>Word Classes</td>
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<td>10</td>
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<td>451</td>
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<tr>
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<td>13</td>
<td>11 to 15</td>
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<td>16</td>
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<td>95 to 99</td>
<td>9:9</td>
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<td>25 to 75</td>
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### Core Language Score and Index Scores

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<tr>
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<tr>
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<td>100</td>
<td>94 to 106</td>
<td>50</td>
<td>34 to 66</td>
</tr>
<tr>
<td>Expressive Language Index</td>
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<td>111 to 121</td>
<td>86</td>
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<td>Language Content Index</td>
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<td>94 to 106</td>
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### Criterion-Referenced Tests
Out-of-Age-Range Tests

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<th>Total Observations Ticked</th>
<th>Criterion</th>
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<td>Pragmatics Activities Checklist</td>
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Discrepancy Comparisons

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<th>Score 1</th>
<th>Score 2</th>
<th>Difference</th>
<th>Critical Value*</th>
<th>Significant Difference (Y or N)</th>
<th>Prevalence</th>
<th>Level of Significance</th>
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<td>10.00</td>
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</table>

* Statistical significance (critical values) is based on overall level.

Behavioural Observations

- Response Time: Variable based on difficulty
- Need for Repetition of Stimuli: Few repetitions
- Attention During Test Taking: Distractible/off task
- Attitude Towards Test Taking: Positive/co-operative
- Social Language: Register and Quantity: Appropriate/on topic/efficient
## CORE LANGUAGE SCORE AND INDEX STANDARD SCORE PROFILE

<table>
<thead>
<tr>
<th>Core Language Score and Index Scores</th>
<th>Standard Score</th>
<th>Confidence Interval 90% Level</th>
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</thead>
<tbody>
<tr>
<td>Core Language Score</td>
<td>107</td>
<td>102 to 112</td>
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<tr>
<td>Receptive Language Index</td>
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<tr>
<td>Expressive Language Index</td>
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<td>111 to 121</td>
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<tr>
<td>Language Content Index</td>
<td>100</td>
<td>94 to 106</td>
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<tr>
<td>Language Structure Index</td>
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TEST SCALED SCORE PROFILE

<table>
<thead>
<tr>
<th>Tests</th>
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<tbody>
<tr>
<td>Sentence Comprehension</td>
<td>7</td>
<td>5 to 9</td>
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<tr>
<td>Linguistic Concepts</td>
<td>7</td>
<td>5 to 9</td>
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<tr>
<td>Word Structure</td>
<td>8</td>
<td>7 to 9</td>
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<tr>
<td>Word Classes</td>
<td>10</td>
<td>8 to 12</td>
</tr>
<tr>
<td>Following Directions</td>
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<td>11 to 15</td>
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<tr>
<td>Formulated Sentences</td>
<td>14</td>
<td>12 to 16</td>
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<tr>
<td>Recalling Sentences</td>
<td>16</td>
<td>15 to 17</td>
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<tr>
<td>Understanding Spoken Paragraphs</td>
<td>10</td>
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<tr>
<td>Pragmatics Profile</td>
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<td>6 to 8</td>
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**CORE LANGUAGE SCORE AND INDEX PERCENTILE PROFILE**

<table>
<thead>
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<th>Percentile Rank</th>
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</thead>
<tbody>
<tr>
<td>Core Language Score</td>
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<td>55 to 79</td>
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<tr>
<td>Expressive Language Index</td>
<td>86</td>
<td>77 to 92</td>
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<td>34 to 66</td>
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TEST PERCENTILE RANK PROFILE

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<th>90% Level</th>
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<tr>
<td>Word Structure</td>
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<td>16 to 37</td>
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<td>25 to 75</td>
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<td>Recalling Sentences</td>
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<tr>
<td>Pragmatics Profile</td>
<td>16</td>
<td>9 to 25</td>
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NARRATIVE REPORT

Core Language Score

Sarah was administered four tests of the Clinical Evaluation of Language Fundamentals® - Fifth UK Edition (CELF®-5 UK) from which her Core Language Score was derived. The Core Language Score is a measure of general language ability and provides an easy and reliable way to quantify Sarah'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 Sarah's Core Language Score, the following tests were administered:

- Sentence Comprehension
- Word Structure
- Formulated Sentences
- Recalling Sentences

Sarah received a Core Language Score of 107 (confidence interval = 102 to 112, percentile rank = 68). This places Sarah in the average range of language functioning.

Receptive Language Index

The Receptive Language Index is a measure of Sarah's performance on three tests 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 Sarah's Receptive Language Index score, the following tests were administered:

- Sentence Comprehension
- Word Classes
- Following Directions

Sarah received a Receptive Language Index score of 100 (confidence interval = 94 to 106, percentile rank = 50). This places Sarah in the average range of language functioning.

Expressive Language Index

The Expressive Language Index is a measure of Sarah's performance on three tests 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 Sarah's Expressive Language Index score, the following tests were administered:

- Word Structure
- Formulated Sentences
- Recalling Sentences
Sarah received an Expressive Language Index score of 116 (confidence interval = 111 to 121, percentile rank = 86). This places Sarah in the above average range of language functioning.

**Language Content Index**

The Language Content Index is a measure of Sarah's performance on three tests designed to probe vocabulary and word knowledge. The Language Content Index 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 Sarah's Language Content Index score, the following tests were administered:

- Linguistic Concepts
- Word Classes
- Following Directions

Sarah received a Language Content Index score of 100 (confidence interval = 94 to 106, percentile rank = 50). This places Sarah in the average range of language functioning.

**Language Structure Index**

The Language Structure Index is a measure of Sarah's performance on four tests 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 Sarah's Language Structure Index score, the following tests were administered:

- Sentence Comprehension
- Word Structure
- Formulated Sentences
- Recalling Sentences

Sarah received a Language Structure Index score of 107 (confidence interval = 102 to 112, percentile rank = 68). This places Sarah in the average range of functioning.
Tests

Sentence Comprehension
The Sentence Comprehension test is used to evaluate the student's understanding of grammatical rules at the sentence level. The student responds to a sentence by pointing to the correct picture stimuli. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 7 (confidence interval = 5 to 9, percentile rank = 16) on the Sentence Comprehension test.

Linguistic Concepts
The Linguistic Concepts test is used to evaluate the student's ability to understand linguistic concepts such as middle, different, many. Some concepts require understanding of logical operations or connectives such as and, or, all but one. The student points to pictured objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 7 (confidence interval = 5 to 9, percentile rank = 16) on the Linguistic Concepts test.

Word Structure
The Word Structure test 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 test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 8 (confidence interval = 7 to 9, percentile rank = 25) on the Word Structure test.

Word Classes
The Word Classes test is used to evaluate the student's ability to understand relationships between words based on meaning features, function, or place or time of occurrence. The student chooses the two words (i.e. pictures or presented orally) that best represent the desired relationship. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 10 (confidence interval = 8 to 12, percentile rank = 50) on the Word Classes test.

Following Directions
The Following Directions test is used to evaluate the student's ability to: (a) interpret spoken directions of increasing length and complexity; (b) follow the order of presented objects with varying characteristics such as colour, size, or location; and (c) identify several pictured objects that were mentioned. The student identifies the objects in response to oral directions. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 13 (confidence interval = 11 to 15, percentile rank = 84) on the Following Directions test.

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

Sarah received a scaled score of 14 (confidence interval = 12 to 16, percentile rank = 91) on the Formulated Sentences test.

Recalling Sentences
The Recalling Sentences test 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. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 16 (confidence interval = 15 to 17, percentile rank = 98) on the Recalling Sentences test.
Understanding Spoken Paragraphs
The Understanding Spoken Paragraphs test is used to evaluate the student's ability to: (a) sustain attention and focus while listening to spoken paragraphs; (b) create meaning from oral narratives and text; (c) answer questions about the content of the information given; and (d) use critical thinking strategies for interpreting beyond the given information. The student answers questions about a paragraph presented orally. The questions probe the student's understanding of the paragraph's main idea, memory for facts and details, recall of event sequences, and ability to make inferences and predictions. This test has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 10 (confidence interval = 8 to 12, percentile rank = 50) on the Understanding Spoken Paragraphs test.

Pragmatics Profile
The Pragmatics Profile is a checklist used to gain information about the student's verbal and non-verbal pragmatic skills that may influence social and academic communication. The examiner completes the checklist with input from parents/caregivers, teachers, and other informants who provide information to evaluate verbal and non-verbal contextual communication. The Pragmatics Profile has a mean of 10 and a standard deviation of 3.

Sarah received a scaled score of 7 (confidence interval = 6 to 8, percentile rank = 16) on the Pragmatics Profile checklist.

Supplementary Tests

Pragmatic Activities Checklist (PAC)
The Pragmatic Activities Checklist (PAC) is a supplementary, criterion-referenced measure. The PAC is used to identify the student's verbal and non-verbal behaviours that may influence social and academic communications. The examiner engages the student in conversation during selected activities (e.g. making a paper aeroplane, having a snack) and observes the student's functional communications skills during the interactions. The examiner completes the Checklist after the activities are completed.

Sarah received a total score of 28 on the Pragmatics Activities Checklist.

Sarah's score does not meet the criterion score for her age.
ITEM ANALYSIS

Sentence Comprehension

<table>
<thead>
<tr>
<th>Category</th>
<th>Correct Items</th>
<th>Incorrect Items</th>
<th>Items Not Administered</th>
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<tbody>
<tr>
<td>Negation</td>
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<tr>
<td>Modification</td>
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<td>Prepositional Phrase</td>
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<td>6, 14, 17</td>
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<tr>
<td>Direct/Indirect Object</td>
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*Bold items appear in more than one category.*

Linguistic Concepts

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<th>Incorrect Items</th>
<th>Items Not Administered</th>
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<td>1 (and), 3 (different), 4 (all), 5 (circled), 6 (with), 7 (not), 14 (without), 25 (all but one)</td>
<td>15 (either...or), 19 (underlined), 24 (neither...nor)</td>
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<tr>
<td>Location</td>
<td>2 (middle), 10 (closest), 16 (between)</td>
<td>8 (together), 17 (next to)</td>
<td></td>
</tr>
<tr>
<td>Quantity</td>
<td>4 (all)</td>
<td>9 (many)</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>2 (middle), 12 (after), 22 (before)</td>
<td>13 (beginning)</td>
<td></td>
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<tr>
<td>Conditional</td>
<td>18 (unless), 20 (if... if not)</td>
<td>11 (if)</td>
<td></td>
</tr>
<tr>
<td>Temporal</td>
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<td>21 (until), 23 (at the same time)</td>
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</tbody>
</table>

*Bold items appear in more than one category.*
### Word Structure

<table>
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<tr>
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<th>Correct Items</th>
<th>Incorrect Items</th>
<th>Items Not Administered</th>
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<tbody>
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<tr>
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<tr>
<td>Irregular Plural</td>
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<tr>
<td>Possessive Noun</td>
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<td></td>
</tr>
<tr>
<td>Third Person Singular</td>
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<tr>
<td>Regular Past Tense</td>
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<td>Irregular Past Tense</td>
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<td>Future Tense</td>
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<td>Derivational Forms</td>
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<tr>
<td>Comparative &amp; Superlative</td>
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<td>23, 24</td>
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### Word Classes

<table>
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<tr>
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<th>Incorrect Items</th>
<th>Items Not Administered</th>
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<tbody>
<tr>
<td>Semantic Class</td>
<td>1, 2, 3, 4, 5, 6, 7, 9, 11, 13, 19, 21, 38</td>
<td>8, 10, 12, 16, 20, 23, 35</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>15</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>17</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Synonym</td>
<td>27, 28, 30, 32, 34, 36, 40</td>
<td>16, 25, 26, 37, 39</td>
<td></td>
</tr>
<tr>
<td>Object Function</td>
<td>11</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Word Opposites</td>
<td>29, 31</td>
<td>24, 33</td>
<td></td>
</tr>
</tbody>
</table>

*Bold items appear in more than one category.*

The following items were administered after the discontinue rule was met: 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, and 40.
Following Directions

<table>
<thead>
<tr>
<th>Command</th>
<th>Correct Items</th>
<th>Incorrect Items</th>
<th>Items Not Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Level Command</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Orientation</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serial Order/Orientation</td>
<td>5, 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Left/Right Orientation</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>2-Level Command</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Orientation</td>
<td>3, 4, 6</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Serial Order/Orientation</td>
<td>7, 10, 14</td>
<td>9, 15, 25</td>
<td></td>
</tr>
<tr>
<td>Left/Right Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-Level Command</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Orientation</td>
<td>8, 20</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Serial Order/Orientation</td>
<td>16, 18, 24, 32</td>
<td>21, 22, 26</td>
<td></td>
</tr>
<tr>
<td>Left/Right Orientation</td>
<td>16, 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-Level Command</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Orientation</td>
<td>30</td>
<td>19, 27</td>
<td></td>
</tr>
<tr>
<td>Serial Order/Orientation</td>
<td>29, 31, 33</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Left/Right Orientation</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modifiers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Modifier</td>
<td>6, 8, 23</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>One Modifier</td>
<td>1, 2, 3, 4, 5, 7, 10, 14, 16, 24, 29, 31</td>
<td>9, 11, 13, 21, 22, 25</td>
<td></td>
</tr>
<tr>
<td>Two Modifiers</td>
<td>12, 18, 20, 30, 32, 33</td>
<td>15, 17, 26, 27, 28</td>
<td></td>
</tr>
</tbody>
</table>

Bold items appear in more than one category. Items in italics contain different numbers of modifiers per noun.

The following items were administered after the discontinue rule was met: 29, 30, 31, 32, and 33.

Formulated Sentences

<table>
<thead>
<tr>
<th>Category</th>
<th>Correct Items</th>
<th>Incorrect Items</th>
<th>Items Not Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td>2, 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pronoun</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Adjective</td>
<td></td>
<td>8, 9</td>
<td></td>
</tr>
<tr>
<td>Adverb</td>
<td>5, 6, 16</td>
<td>13, 24</td>
<td></td>
</tr>
<tr>
<td>Conjunctive Adverb</td>
<td>15, 21, 23</td>
<td>18, 24</td>
<td></td>
</tr>
<tr>
<td>Preposition</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conjunction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Co-ordinating  11, 20, 22
Subordinating  19, 23  10, 12, 13, 14, 17, 20
Correlative  22

Bold items appear in more than one category.

Recalling Sentences

<table>
<thead>
<tr>
<th>Category</th>
<th>Correct Items</th>
<th>Incorrect Items</th>
<th>Items Not Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Declarative (with)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>conjunction deletion</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>co-ordination</td>
<td>25</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>noun modification</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subordinate clause</td>
<td>19, 20, 26</td>
<td>8, 11, 15, 18, 23</td>
<td></td>
</tr>
<tr>
<td>relative clause</td>
<td>21</td>
<td>10, 12, 13, 16, 17</td>
<td></td>
</tr>
<tr>
<td>negative</td>
<td>19</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Active Interrogative (with)</td>
<td>2, 3, 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>negative</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive Declarative (with)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>negative</td>
<td>9, 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>co-ordination</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subordinate clause</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passive Interrogative</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Bold items appear in more than one category.

Understanding Spoken Paragraphs

Test Paragraphs for Ages: 5-6

<table>
<thead>
<tr>
<th>Category</th>
<th>Correct Items</th>
<th>Incorrect Items</th>
<th>Items Not Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea</td>
<td>1, 5, 16</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Detail</td>
<td>2, 7</td>
<td>12, 13</td>
<td></td>
</tr>
<tr>
<td>Sequence</td>
<td>3, 18</td>
<td>9, 15</td>
<td></td>
</tr>
<tr>
<td>Inference</td>
<td>14, 16</td>
<td>6, 17, 19</td>
<td></td>
</tr>
<tr>
<td>Prediction</td>
<td>4, 8, 20</td>
<td>10, 19</td>
<td></td>
</tr>
<tr>
<td>Social Context</td>
<td>14</td>
<td>6, 10, 11, 13</td>
<td></td>
</tr>
</tbody>
</table>

Bold items appear in more than one category.
Sentence Assembly

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

*Bold items appear in more than one category.*

Pragmatics Profile

<table>
<thead>
<tr>
<th>Communication</th>
<th>Never or Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always or Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Rituals</td>
<td>40</td>
<td>16</td>
<td>42</td>
<td>1, 2, 3, 41</td>
</tr>
<tr>
<td>Following Conversational Rituals</td>
<td>7</td>
<td>8</td>
<td>9, 13, 17, 27, 38</td>
<td>3, 4, 5, 6, 10, 18</td>
</tr>
<tr>
<td>Understanding Humour/Jokes</td>
<td>11</td>
<td>12</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>15, 23</td>
<td></td>
<td>17</td>
<td>14, 18, 22</td>
</tr>
<tr>
<td>Giving/Asking for Information</td>
<td>19</td>
<td>20</td>
<td>21, 38</td>
<td></td>
</tr>
<tr>
<td>Understanding/Expressing Complex Intentions</td>
<td>29, 33</td>
<td>24, 28, 32</td>
<td>25, 31</td>
<td>26, 30</td>
</tr>
<tr>
<td>Awareness/Use of Prosodic Cues</td>
<td></td>
<td>43, 46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sharing/Responding to Reactions</td>
<td>36</td>
<td>35</td>
<td>34, 37</td>
<td></td>
</tr>
<tr>
<td>Reading/Using Body Language</td>
<td>40, 44</td>
<td>39, 48, 49, 50</td>
<td>42, 47</td>
<td>41, 45</td>
</tr>
</tbody>
</table>
PRAGMATICS ACTIVITIES CHECKLIST SUMMARY

NON-VERBAL: Gaze, Gesture, Expression, and Body Language

The Student
1. did not maintain culturally appropriate eye contact with speaker
2. did not look where speaker pointed
3. did not look at object/person named by speaker
4. did not co-ordinate gaze with speaker's gaze and ongoing talk
5. did not use gestures to identify person or object (e.g. pointing, head nodding, smiling, waving)
6. did not point to nearby object/person when appropriate
7. did not point to distant object/person when appropriate
8. did not use representational gestures (mimicked actions) to direct other's attention (e.g. fingers to lips to mean quiet, crooking index finger to mean come here, holding thumb and little finger up to your face to mean call me)
9. did not co-ordinate gestures and ideas to direct attention
10. did not respect the personal space of others when communicating

VERBAL: Manner of Communication

The Student
11. spoke too fast to be understood
12. said things that didn't seem to relate to topic or make sense logically
13. had revisions, false starts, repetitions that made understanding his or her conversations/stories difficult
14. used too much non-specific language (e.g. he, she, this, stuff) to enable understanding of what he/she was trying to communicate
15. repeated information that did not clarify directions, explanations, stories
16. did not understand literal meanings
17. did not understand figurative meanings

VERBAL: Relevance of Communication

The Student
18. appeared to misunderstand speaker because he/she did not consider the context (situation, event, participants) of the message
19. said things that were not relevant to the current situation, topic, event, or participants
20. repeated things that listeners were already aware of
21. asked the same questions repeatedly
22. talked repeatedly about topics he/she was interested in but others were not interested in
23. talked even when no-one was listening

VERBAL: Quality and Quantity of Communication

The Student
26. provided too much information
27. provided redundant information
29. made comments that were either implausible, unrealistic, or meaningless given the context in which they were used
31. talked while others were talking
32. did not pass the conversational turn
# OBSERVATIONAL RATING SCALE

## Listening

T-Teacher/Tutor, P-Parent, S-Student

<table>
<thead>
<tr>
<th>Never or Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always or Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Has trouble paying attention.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Has trouble following spoken directions.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Has trouble remembering things people say.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Has trouble understanding what people are saying.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Has to ask people to repeat what they have said.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Has trouble understanding the meanings of words.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Has trouble understanding new ideas.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Has trouble looking at people when talking or listening.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Has trouble understanding facial expressions, gestures, or body language.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Speaking

T-Teacher/Tutor, P-Parent, S-Student

<table>
<thead>
<tr>
<th>Never or Almost Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always or Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Has trouble answering questions people ask.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Has trouble answering questions as quickly as other students.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Has trouble asking for help when needed.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Has trouble asking questions.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Has trouble using a variety of vocabulary words when talking.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Has trouble thinking of (finding) the right word to say.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Has trouble expressing thoughts.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Has trouble describing things to people.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Has trouble staying on the subject when talking.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Has trouble getting to the point when talking.</td>
<td>T1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
20. Has trouble putting events in the right order when telling stories or talking about things that happened. T1
21. Uses poor grammar when talking. T1
22. Has trouble using complete sentences when talking. T1
23. Talks in short, disjointed sentences. T1
24. Has trouble expanding an answer or providing details when talking. T1
25. Has trouble having a conversation with someone. T1
26. Has trouble talking with a group of people. T1
27. Has trouble saying something another way when someone doesn’t understand. T1
28. Gets upset when people don’t understand. T1

### Reading

<table>
<thead>
<tr>
<th></th>
<th>T-Teacher/Tutor, P-Parent, S-Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Has trouble sounding out words when reading. T1</td>
</tr>
<tr>
<td>30.</td>
<td>Has trouble understanding what was read.</td>
</tr>
<tr>
<td>31.</td>
<td>Has trouble explaining what was read. T1</td>
</tr>
<tr>
<td>32.</td>
<td>Has trouble identifying the main idea. T1</td>
</tr>
<tr>
<td>33.</td>
<td>Has trouble remembering details. T1</td>
</tr>
<tr>
<td>34.</td>
<td>Has trouble following written directions. T1</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th></th>
<th>T-Teacher/Tutor, P-Parent, S-Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.</td>
<td>Has trouble writing down thoughts.</td>
</tr>
<tr>
<td>36.</td>
<td>Uses poor grammar when writing. T1</td>
</tr>
<tr>
<td>37.</td>
<td>Has trouble writing complete sentences. T1</td>
</tr>
<tr>
<td>38.</td>
<td>Writes short, disjointed sentences. T1</td>
</tr>
<tr>
<td>39.</td>
<td>Has trouble expanding an answer or providing details when writing. T1</td>
</tr>
<tr>
<td>40.</td>
<td>Has trouble putting words in the right order when writing sentences T1</td>
</tr>
</tbody>
</table>
Teacher/Tutor

Language or dialect spoken in my classroom, home, or community: Bilingual English other

Problems/items of most concern: None

Other problems/concerns: Sample other problems

End of Report