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CELF Preschool–3: Administration, Scoring, Interpretation

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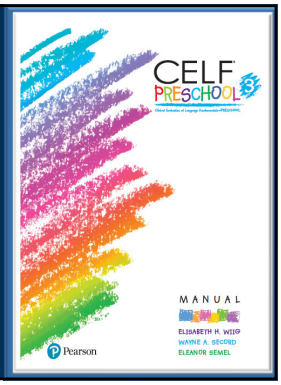

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Learning Outcomes

Upon completion of the webinar, participants will be able to:

1. Describe at least two differences between CELF Preschool–2 and CELF Preschool–3.
2. Explain how to obtain and score the Connected Speech Sample using the *No Juice!* book
3. List at least two subtests that comprise the Academic Readiness Index and the Early Literacy Index.
4. Describe how recommendations for next steps differ depending on quantitative test results and patterns of performance

2

What is CELF Preschool-3?

- Individually administered, norm-referenced instrument to assess the language and communication skills of children ages 3–6 years.
- Used to identify, diagnose, and perform follow-up evaluations of language and communication deficits in preschool-age children.

3

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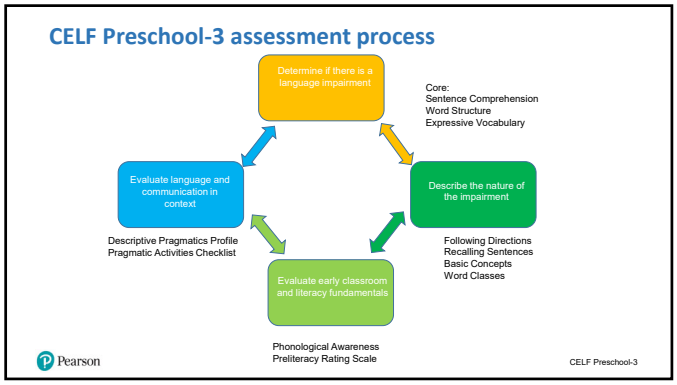

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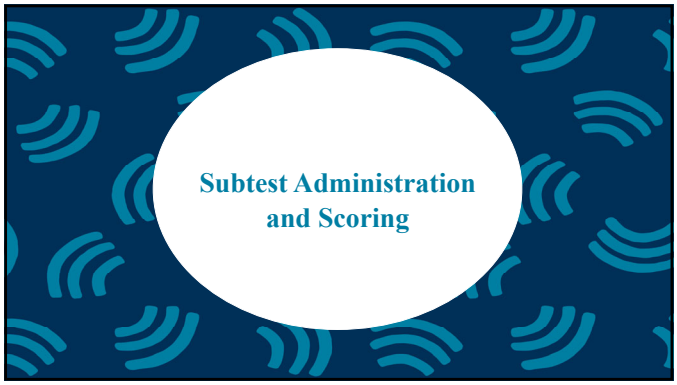

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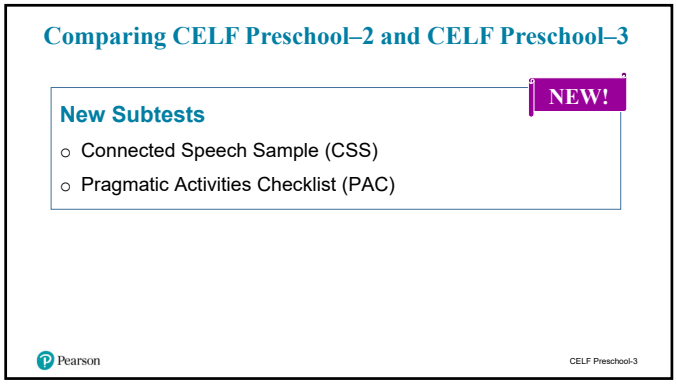

6

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Comparing CELF Preschool–2 and CELF Preschool–3

NEW!

New! Scaled Scores Reported For:

- Phonological Awareness
- Preliteracy Rating Scale
- Descriptive Pragmatics Profile

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7

Comparing CELF Preschool–2 and CELF Preschool–3

NEW!

Two New Index Scores

- Academic Language Readiness Index
- Early Literacy Index

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8

Comparing CELF Preschool–2 and CELF Preschool–3

NEW!

Subtest Improvements

- Better floors and/or ceilings
- Modifications to test items based on examiner feedback

Updated normative scores

Digital options on Q-interactive and Q-Global

New! CELF Preschool–3 Screening Test

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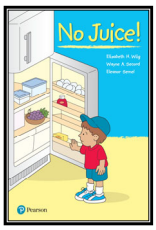
Comparing CELF Preschool–2 and CELF Preschool–3

- Discontinue rule reduced for several subtests.
- Reformatted CELF Preschool–2 Stimulus Books. CELF Preschool–3 now only includes one Stimulus Book.
- The *No Juice!* story has been repurposed as a story retell task for the Connected Speech subtest (instead of a recalling sentences task on CELF Preschool–2.)



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10

Administration and Scoring Options

Options	Administration	Scoring
Print	Print Manual, Stimulus Books, and Record Form	○ Manual ○ Q-Global
Q-Global	○ Digital Stimulus Book using any web-enabled computer or tablet, and ○ Print Record Form ○ Digital Scoring	○ Manual ○ Q-Global
Q-interactive	Integrated digital test administration, scoring, and reporting using two iPads connected by Bluetooth.	

Q-global Q-interactive

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11

CELF Preschool–3: Subtests

Subtest scaled score		Raw score	Scaled score	sc
Sentence Comprehension	SC			
Word Structure	WS			
Expressive Vocabulary	EV			
Following Directions	FD			
Recalling Sentences	RS			
Basic Concepts	BC			
Word Classes (Ages 4–6)	WC			
Phonological Awareness (Ages 4–6)	PA			
Descriptive Pragmatics Profile	DPP			
Preliteracy Rating Scale	PRS			

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CELF Preschool-3: Subtests, Core Language Score, Index Scores

Subtest scaled score		Core Language Score 3–6	Receptive Language Index 3–4	Receptive Language Index 5–6	Expressive Language Index 3–6	Language Content Index 3–4	Language Content Index 5–6	Language Structure Index 3–6	Academic Language Readiness Index 3–6	Early Literacy Index 4–6
Sentence Comprehension	SC									
Word Structure	WS									
Expressive Vocabulary	EV									
Following Directions	FD									
Recalling Sentences	RS									
Basic Concepts	BC									
Word Classes	WC									
Phonological Awareness	PA									
Descriptive Pragmatics Profile	DPP									
Preliteracy Rating Scale	PRS									

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Subtest Changes

The CELF Preschool–3 subtests included in the CELF Preschool–2 battery were broadened in scope.

Easier and more difficult items were added to more adequately cover the range of developmental skills.

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14

Administration Time

- Administration time for the three subtests required to determine the Core Language Score is 15–20 minutes, depending on the child's age and responsiveness.
- The time it takes to administer the remaining subtests varies depending on the child's age, language ability, level of motivation, and the subtests selected.

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15

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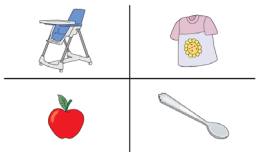
Sentence Comprehension (SC)

- The child identifies a picture that matches the sentence read aloud by the examiner.
- Has improved floor and/or ceiling.



			Score	
Demo	A	B		
	C	D		
Trial 1	A	B	+	–
	C	D		
Trial 2	A	B	+	–
	C	D		
			Score	

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SC: What Does it Measure?

Sentence Comprehension Item Analysis

Structure	Item	Structure	Item
Adjective	1 (sleepy), **21** (ready)	Relative clause	13 (who is standing in the front of the line), 14 (who is holding the baby)
Prepositional phrase	2 (in the basket), **5** (in the box), 15 (toward the girl), **17** (in line)	Passive voice	11 (is being followed), 18 (is being pushed)
Verb condition	3 (is running), 8 (will find), 12 (can get)	Compound sentence	10 (She is climbing, and he is swinging.), **17** (The first two children are in line, but the third child is still playing.)
Noun modification	**5** (spotted puppy), 7 (little ball), 9 (big, spotted, black-and-white dog), **17** (first two, third)	Indirect object	16 (the dog)
Infinitive	6 (to bake), **21** (to go)	Indirect request	19 (Shouldn't you wear your jacket?)
Negation	4 (not)	Subordinate clause	20 (although she doesn't need it), 22 (before she ate the sandwich)

Note. Item numbers in **bold** appear in more than one category.

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17

Word Structure (WS)

- The child completes a sentence (cloze procedure) with the targeted structure(s).
- Improved floor and/or ceiling.
- Added demo items between test items.

		Score	
	big, bigger, biggest		
14.	faster	1	0
15.	fastest	1	0
16.	she does	1	0
17.	he is (standing)	1	0
	jumped		
18.	climbed	1	0
19.	she is	1	0
20.	they are	1	0
21.	herself	1	0
22.	blew (the bubble)	1	0
	will paint		
23.	will slide/will be sliding	1	0
	rode		
24.	fell	1	0

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Word Structure (WS)

- The child completes a sentence (cloze procedure) with the targeted structure(s).
- Improved floor and/or ceiling.
- Added demo items between test items.

		Score	
Demo	is a girl		
Trial 1	sitting	+	–
Trial 2	dogs	+	–

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19

WS: What Does it Measure?

Word Structure Item Analysis

Category	Item	Category	Item
Preposition	2 (in), 4 (on)	Copula	6 (it is big), 19 (she is), 20 (they are)
Regular plural	8 (horses)	Pronoun	
Possessive noun	9 (dog's)	Objective	5 (her), 10 (him)
Verb tense		Possessive	7 (hers)
Progressive (-ing)	1 (sleeping), 3 (walking)	Subjective	16 (she does), 17 (he is)
Third person singular	11 (sleeps), 12 (flies)	Reflexive	21 (herself)
Future tense	23 (will slide)	Derivational form	
Regular past tense	18 (climbed)	Noun derivation	13 (singer)
Irregular past tense	22 (blew), 24 (fell)	Comparative and superlative	14 (faster), 15 (fastest)

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Expressive Vocabulary (EV)

- The child names an object, person, or activity portrayed in a picture.
- EV contributes to the new Academic Language Readiness Index, along with the Following Directions and Pragmatics Profile subtests.
- The calculator, telephone, and newspaper were removed.

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EV: Example Item

		Score	
Demo	bird		
Trial 1	sock	+	–
Trial 2	crying	+	–

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EV: What Does it Measure?

Expressive Vocabulary Item Analysis

Category	Item	Category	Item
Verbs	2 (riding), 7 (pouring), 12 (wrapping)	Science	**10** (trunk), **11** (telescope), 13 (footprint), **14** (branch), **17** (binoculars)
Food	1 (carrot)	Sports	18 (medal)
Tools	4 (ladder), 5 (umbrella), **11** (telescope), **17** (binoculars), **21** (scale)	Part/whole relationships	9 (zipper), **10** (trunk), **14** (branch)
Occupations/people	8 (firefighter), **19** (veterinarian), 20 (audience)	Math	6 (triangle), 16 (calendar)
Music/instruments	3 (guitar)	Medical/health care	15 (wheelchair), **19** (veterinarian), **21** (scale)

Note. Item numbers in **bold** appear in more than one category.

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Following Directions (FD)

- The child points to pictures in response to oral directions.
- Contributes to the new Academic Language Readiness index, along with the Expressive Vocabulary and Pragmatics Profile subtests.
- Includes a **NEW** task of following directions by pointing to body parts.
- Has improved floor and/or ceiling.

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FD: Familiarization Items

Following Directions (FD)

NEW Task

Ages 3–4 START

Familiarization 1	Point to your. . . [head, foot, eye, mouth].	+	–	☐ FD not administered. Child did not point to all the body parts correctly.
Familiarization 2	Point to your. . . [nose, ear, hand]. Go.	+	–	

Ages 5–6 START

Familiarization 3	Point to the. . . [cat, turtle, elephant, monkey, tiger].	+	–	☐ Items 5–24 not administered. Child did not point to all the animals correctly. Go to Familiarization 1 or discontinue.
Familiarization 4	Point to the. . . [dog, fish, bear, giraffe, bird]. Go.	+	–	

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FD: Example Item

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26

FD: What Does it Measure?

Following Directions Item Analysis

Directions	No orientation	Serial orientation
1-level command	1, 2, 5 Temporal: 9 Conditional: 13	
1-level command, 1 modifier	7	15
1-level command, 2 modifiers		11
2-level command	Sequential: 3, 4, 6 Temporal: 8, 12, 14, 21	
2-level command, 1 modifier	Sequential: 10, 18, 22	Sequential: 16, 20
2-level command, 2 modifiers		Sequential: 19
3-level command	Sequential: 17	
3-level command, 1 modifier		Sequential: 23, 24

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27

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Recalling Sentences (RS)

The child imitates sentences presented by the examiner.

		Score	
Trial 1	The dog is eating.	+	–
Trial 2	What is in the box?	+	–

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28

RS: What Does it Measure?

Recalling Sentences Item Analysis			
Category	Item	Category	Item
Active declarative	1, 3	Active interrogative with negative	7
Active declarative with		Passive declarative with	
Prepositional phrase	2, 4	Negative	9, 13
Coordination	6	Coordination	11
Noun modification	5, 10	Passive interrogative	8
Subordinate clause	12		
Relative clause	14, 15		

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Basic Concepts (BC)

The child points to a picture that illustrates the targeted concept presented by the examiner.

					Score	
Demo	little	A	B	C		
Trial 1	sad	A	B	C	+	–
					Score	

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30

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BC: What Does it Measure?

Basic Concepts Item Analysis	
Concept	Item
Direction/location/position	1, 2, 10, 16, 20, 22
Number/quantity	3, 6, 9, **23, 24**
Sequence	4, 19, 21
Attribute	13, 14
Dimension/size	7, 8, 18
Same/different	15, 17
Inclusion/exclusion	5, 11, 12, **23, 24**

Note. Item numbers in **bold** appear in more than one category.

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31

Word Classes (WC)

- The child chooses two words/pictures that are related from a choice of three or four words/pictures.
- Dropped expressive section where the child explains the relationship between the selected word pair. Repurposed as extension testing procedure.
- Has improved floor and/or ceiling.

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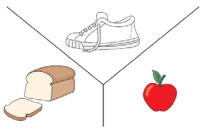
32

WC: Example Item



				Score	
Demo	A.) bread	B.) shoe	C.) apple		
Trial 1	A.) cat	B.) lamp	C.) dog	+	–
Trial 2	A.) clock	B.) paintbrush	C.) paint	+	–

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33

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WC: What Does it Measure?

Word Classes Item Analysis			
Category	Item	Category	Item
Toys/leisure	2, 6, 13	Food and drink	9, 14
Home	1, 3, 10, 16, 18, 19, 20	Body parts	11
Clothing	5, 7	Transportation	12
School	4, 8, 15	Animals	17

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34

Consider extension testing if more information is needed

- Extension testing involves systematically varying subtest content, directions, and/or the responses required
- Determine where and when the child's ability to demonstrate a skill begins to break down
- Use results for planning direct intervention and to inform recommendations for improving the child's skills at home and for classroom accommodations and/or modifications

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35

Extension Testing

- After testing and interpreting the CELF Preschool–3 results, consider using extension testing to learn more about the factors that may have contributed to a child's errors.
- Extension testing results allow for making judgments about the degree of difference between the conditions under which children perform the skill proficiently and their performance in real-life and academic situations.

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36

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Extension Testing for Word Classes

Suggested Modifications

Ask the child to categorize and classify pictures, photos, toys, or other objects by semantic categories (e.g., fruits, vegetables, liquids, meats, furniture, clothing, tools, toys, body parts).

Then, ask the child to reclassify the pictures by selected characteristics, attributes, or conditions (e.g., hard, soft, hot, cold, big, small).

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37

Academic Language Readiness Index

Subtest scaled score		Academic Language Readiness Index 3–6
Sentence Comprehension	SC	
Word Structure	WS	
Expressive Vocabulary	EV	
Following Directions	FD	
Recalling Sentences	RS	
Basic Concepts	BC	
Word Classes	WC	
Phonological Awareness	PA	
Descriptive Pragmatics Profile	DPP	
Preliteracy Rating Scale	PRS	

- Expressive Vocabulary
- Following Directions
- Descriptive Pragmatics Profile

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38

Descriptive Pragmatics Profile (DPP)

Descriptive Pragmatics Profile (DPP)

SCORES
Academic Language Readiness Index

RATER: ☐ Primary caregiver ☐ Teacher ☐ Examiner

DIRECTIONS: Circle the number that best describes how often the child demonstrates each behavior. If the behavior is not culturally appropriate for the child, circle NA for *not appropriate*. See Chapter 2 in the CELF Preschool–3 Manual for scoring guidelines.

Now has Scaled Scores
Extra Forms available in a Tear Off pad for gathering info from multiple respondents
Contributes to Academic Language Readiness Index

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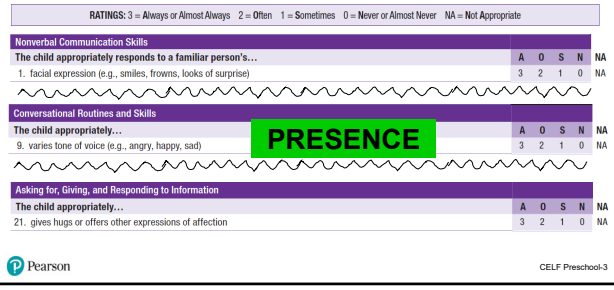
Descriptive Pragmatics Profile (DPP)


RATINGS: 3 = Always or Almost Always 2 = Often 1 = Sometimes 0 = Never or Almost Never NA = Not Appropriate

Nonverbal Communication Skills					
The child appropriately responds to a familiar person's…	A	O	S	N	NA
1. facial expression (e.g., smiles, frowns, looks of surprise)	3	2	1	0	NA
Conversational Routines and Skills					
The child appropriately…	A	O	S	N	NA
9. varies tone of voice (e.g., angry, happy, sad)	3	2	1	0	NA
Asking for, Giving, and Responding to Information					
The child appropriately…	A	O	S	N	NA
21. gives hugs or offers other expressions of affection	3	2	1	0	NA

PRESENCE

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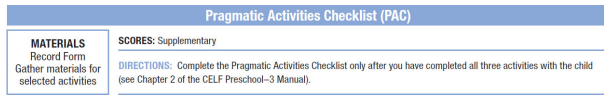
40

Pragmatic Activities Checklist (PAC)

- New subtest (similar to the test on CELF-5).
- Identify atypical pragmatic behaviors during interactive tasks.
- Criterion-referenced.


Pragmatic Activities Checklist (PAC)

MATERIALS
Record Form
Gather materials for selected activities

SCORES: Supplementary

DIRECTIONS: Complete the Pragmatic Activities Checklist only after you have completed all three activities with the child (see Chapter 2 of the CELF Preschool–3 Manual).

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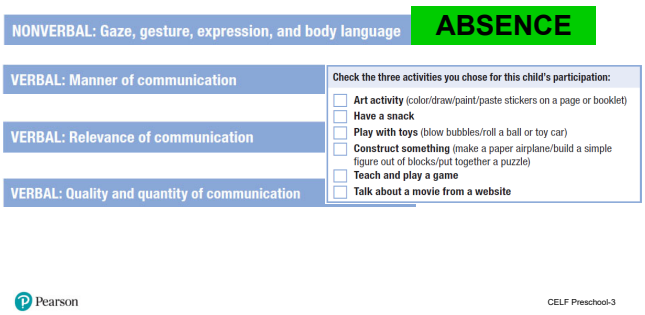
41

Pragmatic Activities Checklist (PAC)


NONVERBAL: Gaze, gesture, expression, and body language

ABSENCE

VERBAL: Manner of communication

VERBAL: Relevance of communication

VERBAL: Quality and quantity of communication

Check the three activities you chose for this child's participation:

- ☐ **Art activity** (color/draw/paint/paste stickers on a page or booklet)
- ☐ **Have a snack**
- ☐ **Play with toys** (blow bubbles/roll a ball or toy car)
- ☐ **Construct something** (make a paper airplane/build a simple figure out of blocks/put together a puzzle)
- ☐ **Teach and play a game**
- ☐ **Talk about a movie from a website**

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42

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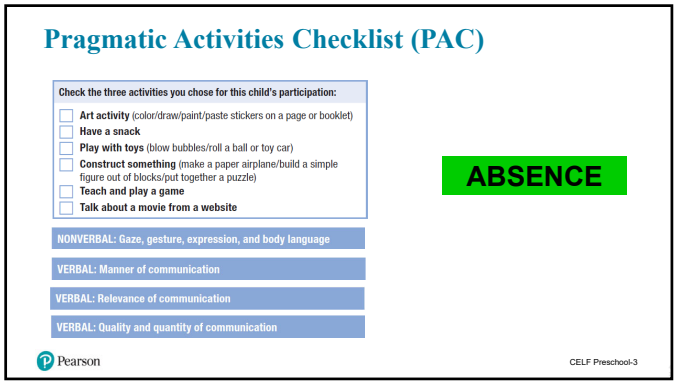

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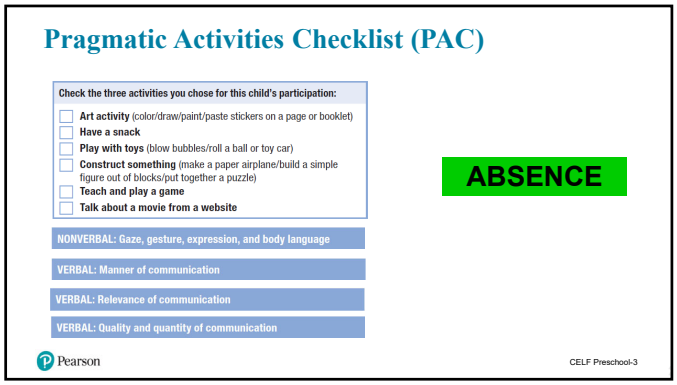

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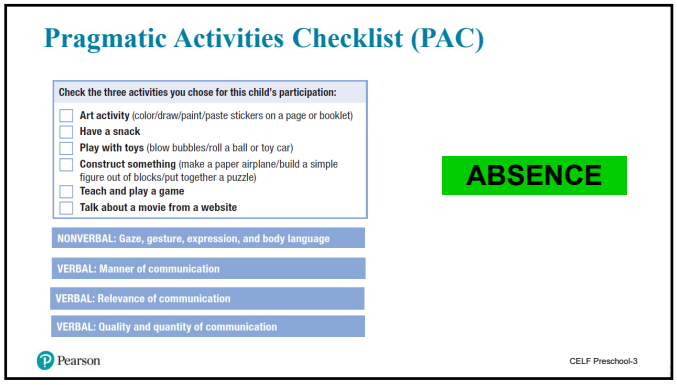

45

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Criterion Score: Record Form

Criterion Score

Pragmatic Activities Checklist

Age	Total observations	Criterion score	Criterion
3:0–3:11		≤ 15	☐ Meets ☐ Does not meet
4:0–4:11		≤ 9	☐ Meets ☐ Does not meet
5:0–6:11		≤ 7	☐ Meets ☐ Does not meet

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46

Early Literacy Index (ELI)

Subtest scaled score		Emerging Literacy Index 4–6
Sentence Comprehension	SC	
Word Structure	WS	
Expressive Vocabulary	EV	
Following Directions	FD	
Recalling Sentences	RS	
Basic Concepts	BC	
Word Classes	WC	
Phonological Awareness	PA	
Descriptive Pragmatics Profile	DPP	
Preliteracy Rating Scale	PRS	

- Phonological Awareness
- Preliteracy Rating Scale

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47

Phonological Awareness (PA)

A. Compound words			
Demo	pan cake		
Trial 1	rain bow	+	–
Trial 2	back yard	+	–

B. Syllable blending			
Demo	ki tten		
Trial 1	pa per	+	–
Trial 2	chi cken	+	–

C. Sentence segmentation

D. Syllable segmentation

E. Rhyme detection

F. Rhyme production

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48

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Preliteracy Rating Scale (PRS)

Preliteracy Rating Scale (PRS)

MATERIALS
Storybook with text
Writing instrument
Blank paper
Record Form

SCORES: Early Literacy Index

RATER: ☐ Primary caregiver ☐ Teacher ☐ Examiner

DIRECTIONS: Circle the number that best describes how often the child demonstrates each behavior. If the behavior is not culturally appropriate for the child, circle NA for *not appropriate*. See Chapter 2 in the CELF Preschool–3 Manual for scoring guidelines.

RATINGS: 3 = **A**lways or Almost Always 2 = **O**ften 1 = **S**ometimes 0 = **N**ever or Almost Never NA = **N**ot **A**ppropriate

Early Reading Skills					
The child…	**A**	**O**	**S**	**N**	**NA**
1. holds a book right side up.	3	2	1	0	NA

Early Writing Skills					
The child…	**A**	**O**	**S**	**N**	**NA**
19. writes, draws, and/or scribbles to imitate writing.	3	2	1	0	NA

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49

Connected Speech Sample (CSS)

New subtest with criterion scores and descriptive information (ages 3:0 to 6:11).

1

Connected Speech Sample (CSS)

MATERIALS
Record Form
Stimulus Book
No Juice! Book

SCORES: Supplementary

DIRECTIONS: Present the *No Juice!* Book to the child. Read the story "No Juice!" located in the Stimulus Book aloud to the child. Record the child's story retell verbatim in the space provided below.

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50

Connected Speech Sample (CSS)

New subtest with criterion scores and descriptive information (ages 3:0 to 6:11).

2

Connected Speech Sample (CSS)

MATERIALS
Record Form
Stimulus Book
No Juice! Book

SCORES: Supplementary

DIRECTIONS: Present the *No Juice!* Book to the child. Read the story "No Juice!" located in the Stimulus Book aloud to the child. Record the child's story retell verbatim in the space provided below.

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Connected Speech Sample (CSS)

New subtest with criterion scores and descriptive information (ages 3:0 to 6:11).

3

Connected Speech Sample (CSS)

MATERIALS
Record Form
Stimulus Book
No Juice! Book

SCORES: Supplementary

DIRECTIONS: Present the *No Juice!* Book to the child. Read the story "No Juice!" located in the Stimulus Book aloud to the child. Record the child's story retell verbatim in the space provided below.

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52

Connected Speech Sample (CSS)

DIRECTIONS: Circle the descriptions below that most accurately describe the child's narrative.

	Acceptable	Emerging	Beginning
Story organization	• Adequately developed and organized for age • Story parts and details are organized in a recognizable pattern with a clear beginning, middle, and end.	• Developing and partially organized • Story parts and details are organized in an emerging pattern in either the beginning, middle, or end.	• Inadequately developed with little or no organization • Story parts and details are jumbled and do not follow any recognizable pattern of organization. Outcome is not clear.
Recalling facts and details	• Adequately recalled for age • Story parts and supporting details are adequately recalled in the beginning, middle, and end of the story retell.	• Developing and partially recalled • Story parts and some details are recalled but they are inconsistently distributed among the beginning, middle, and end.	• Inadequate and minimally recalled • Story parts are minimally recalled and supporting details are generally missing in the beginning, middle, and end.

Connected Speech Sample Analysis

DIRECTIONS: Circle each component included in the child's narrative and assign the appropriate number of points in the Score column.

Story Grammar			
	2 points for each response	1 point for each response	Score

DIRECTIONS: Rate each structure according to the accuracy of the child's productions in connected speech.

Language Structures			
KEY:	Acceptable: ≥ 90% correct	Emerging: At least 1 correct production	Beginning: No correct productions

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53

CSS: Story Grammar

Story Grammar	
Title	…/2
Setting	…/8
Characters	…/12
Main Idea	…/2
Events	
Beginning	…/10
Middle	…/24
End	…/8
Raw Score	…/66

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54

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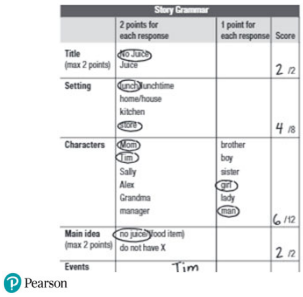
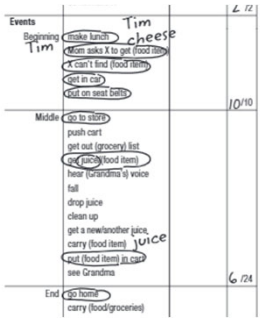
CSS: Story Grammar



Story Grammar	2 points for each response	1 point for each response	Score
Title (max 2 points)	no Juice Juice		2 /2
Setting	lunch lunchtime home/house kitchen store		4 /8
Characters	Mom Tim Sally Alex Grandma manager	brother boy sister girl lady man	6 /12
Main idea (max 2 points)	no juice (food item) do not have X		2 /2
Events	Tim		



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55

Criterion Score: Record Form

Criterion Score			
Connected Speech Sample			
Story grammar		Raw score	
Age	Acceptable	Emerging	Beginning
3:0–4:11	≥ 6	4–5	0–3
5:0–6:11	≥ 14	10–13	0–9

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56

CSS: Language Structures

Language Structures				
KEY:	Acceptable: ≥ 90% correct	Emerging: At least 1 correct production	Beginning: No correct productions	
	Word Structure item	Examples from No Juice! story retell	Acceptable	Emerging	Beginning
			check ✔		
Progressive (-ing)	1 (sleeping), 3 (walking)	is walking			
Preposition (in)	2 (in)	in basket			
Preposition (on)	4 (on)	on table			
Regular plural	8 (horses)	fruits, kids, boxes			
Irregular past tense	22 (blew), 24 (fell)	fell, ran, came			

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57

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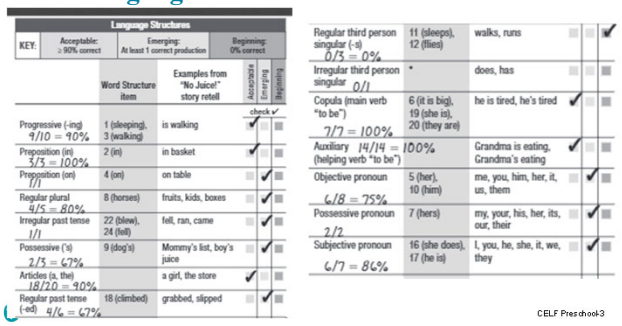
CSS: Language Structures



Language Structures

KEY:	Acceptable: ≥ 90% correct	Emerging: At least 1 correct production	Beginning: 0% correct

	Word Structure item	Examples from "No Juice!" story retell	Acceptable (check ✓)	Emerging	Beginning
Progressive (-ing) 9/10 = 90%	1 (sleeping), 3 (walking)	is walking	✓		
Preposition (in) 3/3 = 100%	2 (in)	in basket	✓		
Preposition (on) 1/1	4 (on)	on table		✓	
Regular plural 4/5 = 80%	8 (horses)	fruits, kids, boxes		✓	
Irregular past tense 1/1	22 (blew), 24 (fell)	fell, ran, came		✓	
Possessive ('s) 2/3 = 67%	9 (dog's)	Mommy's list, boy's juice		✓	
Articles (a, the) 18/20 = 90%		a girl, the store	✓		
Regular past tense (-ed) 4/6 = 67%	18 (climbed)	grabbed, slipped		✓	
Regular third person singular (-s) 0/3 = 0%	11 (sleeps), 12 (flies)	walks, runs			✓
Irregular third person singular 0/1	*	does, has			
Copula (main verb "to be") 7/7 = 100%	6 (it is big), 19 (she is), 20 (they are)	he is tired, he's tired	✓		
Auxiliary (helping verb "to be") 14/14 = 100%		Grandma is eating, Grandma's eating	✓		
Objective pronoun 6/8 = 75%	5 (her), 10 (him)	me, you, him, her, it, us, them		✓	
Possessive pronoun 2/2	7 (hers)	my, your, his, her, its, our, their		✓	
Subjective pronoun 6/7 = 86%	16 (she does), 17 (he is)	I, you, he, she, it, we, they		✓	

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58

Dialectal Variations – Scoring

- Responses to the Word Structure (WS), Expressive Vocabulary (EV), Recalling Sentences (RS), and Connected Speech Sample (CSS) subtests may contain regional and cultural patterns or variations that reflect dialectal differences from Standard American English (SAE).
- Selected dialectal patterns are presented in the manual (Appendix A) along with examples of responses to items in selected CELF Preschool–3 subtests that are considered appropriate for dialects other than SAE.

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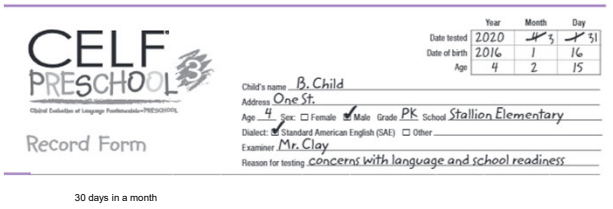
59

Scores: Record Form



CELF PRESCHOOL

Record Form

	Year	Month	Day
Date tested	2020	4 3	31
Date of birth	2016	1	16
Age	4	2	15

Child's name B. Child
Address One St.
Age 4 Sex: ☐ Female ☑ Male Grade PK School Stallion Elementary
Dialect: ☑ Standard American English (SAE) ☐ Other
Examiner Mr. Clay
Reason for testing concerns with language and school readiness

30 days in a month

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60

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Scores: Record Form

Subtest scaled score		Core Language Score 3–6	Receptive Language Index 3–4	Receptive Language Index 5–6	Expressive Language Index 3–6	Language Content Index 3–4	Language Content Index 5–6	Language Structure Index 3–6	Academic Language Readiness Index 3–6	Early Literacy Index 4–6
Sentence Comprehension	SC	8	8					8		
Word Structure	WS	6			6			6		
Expressive Vocabulary	EV	4			4	4			4	
Following Directions	FD		10			10			10	
Recalling Sentences	RS				4			4		
Basic Concepts	BC		5			5				
Word Classes	WC									
Phonological Awareness	PA									10
Descriptive Pragmatics Profile	DPP								10	
Preliteracy Rating Scale	PRS									8

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61

Scores: Record Form

Subtest scaled score	Core Language Score 3–6	Receptive Language Index 3–4	Receptive Language Index 5–6	Expressive Language Index 3–6	Language Content Index 3–4	Language Content Index 5–6	Language Structure Index 3–6	Academic Language Readiness Index 3–6	Early Literacy Index 4–6
Core Language Score and indexes									
Sum of subtest scaled scores	18	23		14	19		18	24	18
Standard score	77	85		71	79		77	86	93
Standard score points –/+	7	5		6	6		5	7	5
Confidence interval (90_% level)	70 to 84	80 to 90	to	65 to 77	73 to 85	to	72 to 82	79 to 93	88 to 98
Percentile rank	6	16		3	8		6	18	32
Percentile rank confidence interval	2 to 14	9 to 25	to	1 to 6	4 to 16	to	3 to 12	8 to 32	21 to 45

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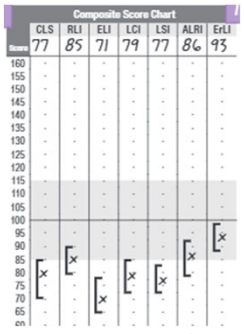
62

Scores: Record Form



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63

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Scores: Record Form

Pairwise comparisons	Score 1	Score 2	Difference	Critical value	Significant difference (Y or N)	Prevalence in standardization sample	Statistically significant level
RLI–ELI	85	71	14	8.15	Y	>25%	.05/.10
LCI–LSI	79	77	2	8.15	N	>25%	.05/.10

Notes: Student received early intervention services in the home until age 3. Parents report that language skills are still a concern. Language assessment recommended to assist in educational programming decisions for Kindergarten.

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64

Scores: Record Form

2A

Subtest scaled score		Raw score	Scaled score	Scaled score points +/-	Confidence interval (95% level)	Percentile rank	Percentile rank confidence interval	Age equivalent	Growth scale value
Sentence Comprehension	SC	11	8	2	6 to 10	25	9 to 50	3:8	505
Word Structure	WS	5	6	2	4 to 8	9	2 to 25	<3:0	451
Expressive Vocabulary	EV	7	4	2	2 to 6	2	0.4 to 9	<3:0	460
Following Directions	FD	13	10	2	8 to 12	50	25 to 75	4:5	517
Recalling Sentences	RS	5	4	1	3 to 5	2	1 to 5	<3:0	411
Basic Concepts	BC	9	5	1	4 to 6	5	2 to 9	<3:0	480
Word Classes (Ages 4–6)	WC	8	7	2	5 to 9	16	5 to 37	<4:0	487
Phonological Awareness (Ages 4–6)	PA	10	10	1	9 to 11	50	37 to 63	4:2	488
Descriptive Pragmatics Profile	DPP	74	10	1	9 to 11	50	37 to 63	3:11	551
Preliteracy Rating Scale	PRS	39	8	1	7 to 9	25	16 to 37	3:7	490

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65

Scores: Record Form

2D

Criterion Score

Connected Speech Sample

Story grammar — Raw score: 5

Age	Acceptable	Emerging	Beginning
3:0–4:11	≥ 6	(4–5)	0–3
5:0–6:11	≥ 14	10–13	0–9

2E

Pragmatic Activities Checklist

Age	Total observations	Criterion score	Criterion
3:0–3:11		≤ 15	☐ Meets ☐ Does not meet
(4:0–4:11)	5	≤ 9	☑ Meets ☐ Does not meet
5:0–6:11		≤ 7	☐ Meets ☐ Does not meet

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66

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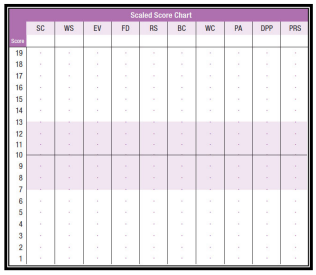
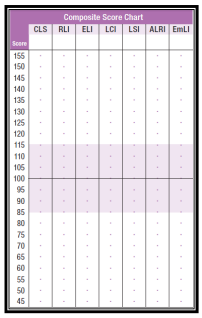
Scores: Record Form





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67

Interpretation

68

Obtaining Core Language, Receptive Language Index, and Expressive Language Index Scores

Core Language Score	Receptive Language Index	Expressive Language Index
Sentence Comprehension	Sentence Comprehension	Word Structure
Word Structure	Following Directions	Expressive Vocabulary
Expressive Vocabulary	Basic Concepts (Ages 3-4)	Recalling Sentences
	Word Classes (Ages 5-6)	

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69

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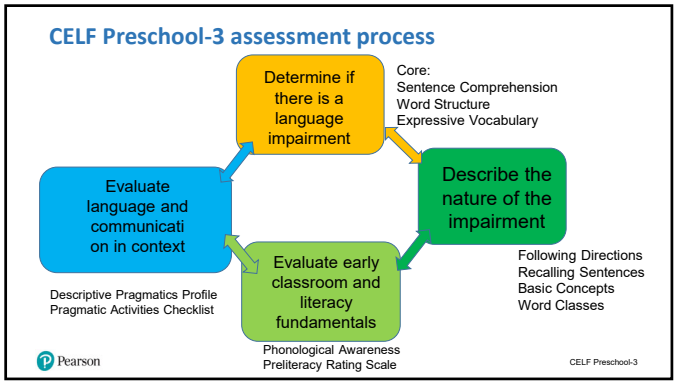
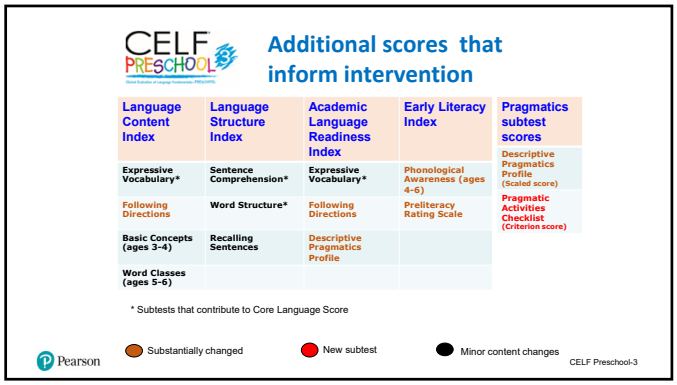


70



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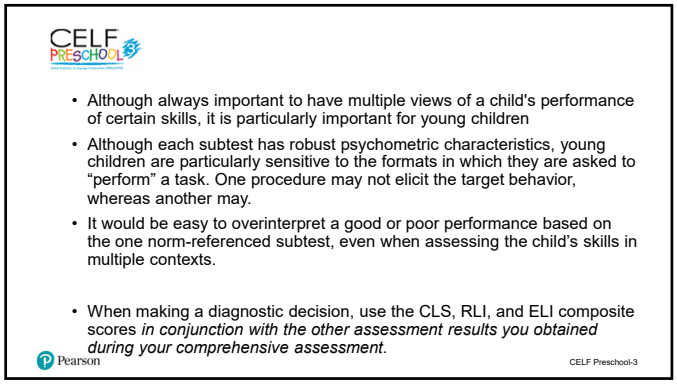

72

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Overview of available scores

- Composite Test Standard Scores and Percentile Ranks
  - Core Language Score (CLS)
  - Index Scores

Receptive Language (RLI)
Expressive Language (ELI)
Language Content (LCI)
Language Structure (LSI)
New: Academic Language Readiness (ALRI)
New: Early Literacy ErLI)

- Subtest Scaled Scores, Percentile ranks, Age Equivalents, New: Growth Scale Values
- Criterion Scores
  - New: Connected Speech Sample: Story Grammar
  - New: Pragmatic Activities Checklist
- Descriptive ratings

- New: Connected Speech Sample
  - Story Organization
  - Recalling Facts and Details
  - Language Structures

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73

Connected Speech Sample: Language Structures

Rate the language structures produced

- Acceptable: ≥ 90% correct
- Emerging: At least one correct production
- Beginning: No correct productions

DIRECTIONS: Rate each structure according to the accuracy of the child's productions in connected speech.

Language Structures

KEY	Acceptable: ≥ 90% correct	Emerging: At least 1 correct production	Beginning: No correct productions

	Word Structure item	Examples from No Juice! story retell	check ✓ Acceptable	Emerging	Beginning
Progressive (-ing)	1 (sleeping), 3 (walking)	is walking			
Preposition (in)	2 (in)	in basket			
Preposition (on)	4 (on)	on table			
Regular plural	8 (horses)	fruits, kids, boxes			
Irregular past tense	22 (blew), 24 (fell)	fell, ran, came			
Possessive ('s)	9 (dog's)	Mommy's list, boy's juice			
Articles (a, the)		a girl, the store			
Regular past tense (-ed)	18 (climbed)	grabbed, slipped			
Regular third person singular (-s)	11 (sleeps), 12 (flies)	walks, runs			
Irregular third person singular	*	does, has			
Copula (main verb "to be")	6 (it is big), 19 (she is), 20 (they are)	he is tired, he's tired			

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74

Connected Speech Sample

Are these results in a semi-structured task consistent with performance in

- highly-structured test tasks (i.e., Word Structure, Recalling Sentences)?
- the child's spontaneous speech or other language sampling or dynamic assessment procedures?
- what the teacher and/or parent reports?

Do the results of all your assessment procedures have implications for

- therapy activities, or
- recommendations for the teacher in a classroom setting?

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75

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Social Communication

Observations of social communication behaviors

- Descriptive Pragmatics Profile
- Pragmatic Activities Checklist

Descriptive Pragmatics Profile (DPP)

Nonverbal Communication Skills
The child appropriately responds to a familiar person's…
1. facial expression (e.g., smiles, frowns, looks of surprise).
2. tone of voice (e.g., angry, happy, sad).
3. gaze when they reference an object in the immediate environment.

Pragmatic Activities Checklist (PAC)

NONVERBAL: Gaze, gesture, expression, and body language
The child…
☐ 1. did not use gestures to reference people/objects nearby (e.g., pointing, head nodding, waving).
☐ 2. did not use gestures to reference people/objects at a distance (e.g., pointing, head nodding, waving).
☐ 3. did not respond to his or her name being called.

- Which pragmatically-appropriate behaviors did the child exhibit on the DPP?
- Which atypical pragmatic behaviors did the child exhibit during interactive activities on the PAC?
- What are the implications of these results, for families and teachers, regardless if direct services are recommended?

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76

Interpreting the Academic Language Readiness Index

- Subtests include:
  - Expressive Vocabulary
  - Following Directions
  - Pragmatics Profile

This index describes the receptive/expressive language and socialization skills needed in the classroom.

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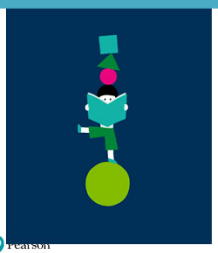
77

Interpreting the Early Literacy Index



- Subtests:
  - Phonological Awareness
  - Preliteracy Rating Scale

Many LEAs require a measure of early literacy skills to inform school quality or student growth.

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78

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Table 5.1 CELF Preschool–3 Scores by Age

Subtest/composite	Scaled score (subtest)	Standard score (composite)	Age equivalent	GSV	Criterion score
Sentence Comprehension	3–6		3–6	3–6	
Word Structure	3–6		3–6	3–6	
Expressive Vocabulary	3–6		3–6	3–6	
Following Directions	3–6		3–6	3–6	
Recalling Sentences	3–6		3–6	3–6	
Basic Concepts	3–6		3–6	3–6	
Word Classes	4–6		4–6	4–6	
Phonological Awareness	4–6		4–6	4–6	
Descriptive Pragmatics Profile	3–6		3–6	3–6	
Preliteracy Rating Scale	3–6		3–6	3–6	
Connected Speech Sample					3–6
Pragmatic Activities Checklist					3–6
Core Language Score		3–6			
Receptive Language Index		3–6			
Expressive Language Index		3–6			
Language Content Index		3–6			
Language Structure Index		3–6			
Academic Language Readiness Index		3–6			
Early Literacy Index		4–6			

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79

Describing Severity of Language Impairment (based on index scores)

Classification/Description of Performance Range	Score Range
Above Average	Standard score 115 and above (+1 *SD* above the mean)
Average	Standard score 86 to 114 (within +/-1 *SD* of the mean)
Marginal/below average/mild	Standard score 78 to 85 (within -1 to -1.5 *SD* of the mean)
Low/moderate	Standard score 71 to 77 (within -1.5 to -2 *SD* of the mean)
Very low/severe range	Standard score 70 and below (-2 *SD* below the mean)

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80

CELF Preschool-3 Index Score comparisons

You can't tell just by looking at two scores if the score differences are

- clinically meaningful
- statistically significant
- prevalent in the standardization sample
- "relative strengths" or "relative weaknesses"

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81

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Evaluating Standard Score Differences

Table 5.5 Statistics for Pairwise Comparisons of Index Scores

Age	Comparison	Significance level .05	Significance level .10	Base rate ≤ 25% (+)	Base rate ≤ 25% (–)	Base rate ≤ 15% (+)	Base rate ≤ 15% (–)	Base rate ≤ 10% (+)	Base rate ≤ 10% (–)	Base rate ≤ 5% (+)	Base rate ≤ 5% (–)	Base rate ≤ 2% (+)	Base rate ≤ 2% (–)
3:0–3:5	RLI-ELI	9.29	7.77	12	11	13	12	15	15	20	17	26	19
	LCI-LSI	9.29	7.77	12	10	15	11	17	14	19	29	—	34
3:6–3:11	RLI-ELI	9.74	8.15	12	11	13	16	14	18	17	20	20	28
	LCI-LSI	10.18	8.52	10	8	12	10	14	11	18	12	19	15
4:0–4:5	RLI-ELI	9.74	8.15	15	12	17	15	19	16	21	18	26	20
	LCI-LSI	9.74	8.15	11	13	16	15	18	17	22	20	23	24
4:6–4:11	RLI-ELI	10.99	9.20	10	10	14	14	15	15	17	20	20	25
	LCI-LSI	10.60	8.87	10	12	13	15	15	19	16	20	29	24
5:0–5:5	RLI-ELI	12.80	10.71	12	14	15	16	16	18	25	23	31	—
	LCI-LSI	12.47	10.44	14	13	17	16	22	19	23	26	27	—
5:6–5:11	RLI-ELI	11.38	9.52	15	11	17	13	22	16	24	20	32	24
	LCI-LSI	11.38	9.52	12	14	13	16	14	19	17	25	30	29
6:0–6:11	RLI-ELI	11.76	9.84	12	14	14	17	15	19	18	21	24	30
	LCI-LSI	12.12	10.14	12	10	15	11	19	13	—	19	23	22

82

- An age equivalent represents the average age in years and months typical for a given raw score
- *Does not* provide the information needed to determine if a child has a language impairment

83

Age Equivalents

Limitations with interpretation. Best used for:

- Research purposes
- Establishing a % delay to inform DD

%delay = 1 – (A.E./C.A.)

20 % delay = 1- (48 months/60months)

20% delay = 1 - .80

84

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Interpreting change in SSs and GSVs

Table 5.8 Interpreting Change in a Child's Scaled Scores and Growth Scale Values Over Time

Score pattern	Scaled score interpretation	GSV interpretation
Both scaled score and GSV increase.	If the child's scaled score on the first administration was below average (≤ 7), the gap between the child's performance and the performance of typically developing children of the same age has narrowed.	The child is acquiring new language skills.
Scaled score does not change and GSV increases.	The child's ranking relative to same-age children has not changed.	The child is acquiring new language skills.
Scaled score does not change and GSV increases very little.	The child's ranking relative to same-age children has not changed.	The child is acquiring new skills at a slow rate.
Scaled score decreases and GSV increases.	The child is not acquiring new skills as quickly as other same-age children. The gap between the child's performance and the performance of typically developing children of the same age has widened.	The child is acquiring new language skills.
Both scaled score and GSV decrease.	The child is not acquiring skills as quickly as other same-age children. The gap between the child's performance and the performance of typically developing children of the same age has widened.	The child did not demonstrate his or her best performance during testing (e.g., because of illness, inattention, or behavior issues) or the child is regressing—losing previously mastered language skills—because of a progressive condition or late onset of a condition (e.g., seizure disorder) or an accident or injury (e.g., traumatic brain injury).

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85

Connected Speech Sample: Story organization, facts & details

Rate Story Organization and Recalling Facts and Details

DIRECTIONS: Circle the text below that most accurately describes the child's narrative.

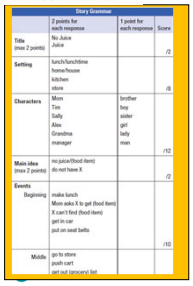
	Acceptable	Emerging	Beginning
Story organization	• Adequately developed and organized • Story parts and details are organized in a recognizable pattern with a clear beginning, middle, and end.	• Developing and partially organized • Story parts and details are organized in an emerging pattern in either the beginning, middle, or end.	• Inadequately developed with little or no organization • Story parts and details are jumbled and do not follow any recognizable pattern of organization. Outcomes are not clear.
Recalling facts and details	• Adequately recalled • Story parts and supporting details are adequately recalled in the beginning, middle, and end of the story retell.	• Developing and partially recalled • Story parts and some details are recalled but they are inconsistently distributed among the beginning, middle, and end.	• Inadequate and minimally recalled • Story parts are minimally recalled and supporting details are generally missing in the beginning, middle, and end.

Are these results consistent with
- the child's spontaneous speech during testing?
- what the teacher and/or parent reports?
- language sample results?
- performance on other CELF Preschool expressive subtests or in spontaneous speech?

What implications are there for therapy activities or instructions you provide to the teacher for classroom activities?

86

Connected Speech Sample: Story grammar



Are the results consistent with the child's language sample or structured test results?

- Were there any "stories" or events that the child talked about during testing or during collection of a language sample?
- If so, did the child provide necessary details about the people and actions in the story?
- Could you follow the story easily or did you have to ask clarifying questions to understand who and what the story was about?

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87

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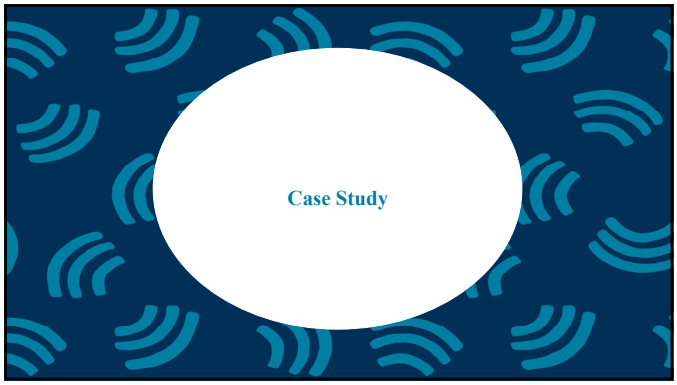

88

Case Study: Child Y, Age 4:11

- Full-day preschool program for almost 1 year
- Born full term
- Hearing and vision within normal limits
- Likes: playing with other children, music, song, dance
- Teacher reports slow progress learning letters, shapes, numbers
- Parents report lack of interest with books, responds "IDK" to many questions, understand 100% of what she says
- Parents requested eval at private practice

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89

Case Study: Child Y, Age 4:11

1. Does Child Y manifest a language impairment?
2. If a language impairment is present, what are the patterns of strengths and needs
3. What intervention recommendations can be derived from Child Y's profile?

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90

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Case Study: Child Y, Age 4:11

1. Case history/background information from teacher and parents
2. CELF Preschool-3
3. Teacher/parent interview using Preliteracy Rating Scale (PRS)
4. Language sample from Connected Speech Sample (CSS)

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91

Child Y, Age 4:11

Subtest scaled score		Core Language Score 3–6	Receptive Language Index 3–4	Receptive Language Index 5–6	Expressive Language Index 3–6	Language Content Index 3–4	Language Content Index 5–6	Language Structure Index 3–6	Academic Language Readiness Index 3–6	Early Literacy Index 4–6
Sentence Comprehension	SC	9	9					9		
Word Structure	WS	5			5			5		
Expressive Vocabulary	EV	7			7	7				
Following Directions	FD		7			7				
Recalling Sentences	RS				5			5		
Basic Concepts	BC		8			8				
Word Classes	WC									
Phonological Awareness	PA									5
Descriptive Pragmatics Profile	DPP									
Preliteracy Rating Scale	PRS									5
Core Language Score and indexes										
Sum of subtest scaled scores		21	24		17	22		19		10
Standard score		81	88		76	84		79		74
Standard score points –/+		7	7		6	6		7		4
Confidence interval (90% level)		74 to 88	81 to 95	to	70 to 82	78 to 90	to	72 to 86	to	70 to 78
Percentile rank		10	21		5	14		8		4
Percentile rank confidence interval		4 to 21	10 to 31	to	2 to 12	7 to 25	to	3 to 18	to	2 to 7

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92

Scaled Score Differences

Child Y, Age 4:11

Subtest	Scaled Score	Confidence band 90%	Percentile Rank
Sentence Comprehension	**9**	7-11	37%
Word Structure	**5**	3-7	5%
Expressive Vocabulary	**7**	5-9	16%
Following Directions	**7**	5-9	16%
Recalling Sentences	**5**	4-6	5%
Basic Concepts	**8**	6-10	25%
Phonological Awareness	**5**	4-6	5%
Preliteracy Rating Scale	**5**	4-6	5%

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93

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Index Score Differences

Child Y, Age 4:11

Pairwise comparisons	Score 1	Score 2	Difference	Critical value	Significant difference (Y or N)	Prevalence in standardization sample	Statistically significant level
RLI–ELI	88	76	12	10.99	Y	≤25%	.05/.10
LCI–LSI	84	79	5	10.60	N		.05/.10

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94

Other Information

- Teacher information- Preliteracy Rating Scale (SS 5) greater than 1 *SD* below mean
- Early Literacy Index score (SS 74--low range of ability)
- Connected Speech Sample:
  - Story Grammar score 5 (Emerging)
  - Story Organization (Emerging)
  - Recalling Facts and Details (Beginning)
  - Language Structures (plurals, possessives, irregular and regular past tense verbs)

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95

Case Study Summary

- Demonstrates a language impairment
- Areas of need: expressive language and preliteracy skills
- Target goals: morphology, syntax, phonological awareness, letter/number recognition
- Support at home and inclassroom for reading and writing activities
- Progress monitoring by teacher and SLP consult
- Provide parents with reading/writing activities through age-appropriate stories to support goals/objectives

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96

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Table 5.7 Suggested Recommendations for Services Based on Test Results

Adequately developed	Development in transition	Inadequately developed
Connected Speech Sample (CSS) story grammar scores are acceptable and/or developmentally appropriate.	Connected Speech Sample (CSS) story grammar scores are beginning or emerging slower than expected for the child's age.	Connected Speech Sample (CSS) story grammar scores are beginning or emerging slower than expected for the child's age.
Connected Speech Sample (CSS) language structures results appear to be acceptable and/or developmentally appropriate.	Connected Speech Sample (CSS) language structures results appear to be beginning or emerging slower than expected for age.	Connected Speech Sample (CSS) language structures results appear to be beginning or emerging slower than expected for the child's age.
The CELF Preschool–3 standard scores are in the average or above average range.	The CELF Preschool–3 standard scores are in the marginal/below average/mild range.	The CELF Preschool–3 standard scores are in the low or very low range.
▼	▼	▼
No special services required.	Classroom intervention/intervention in the home is recommended. Consider SLP direct services or consult with classroom teacher/family for indirect services.	SLP direct intervention is recommended. Consider providing classroom intervention/intervention in the home in addition to direct SLP services.

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97

Test Development and Research

98

Normative Sample (n = 700)

Table 1 Demographics of the Normative Sample

		Education				Race/ethnicity					Region				Sex	
Age		1	2	3	4	African American	Asian	Hispanic	Other	White	Midwest	Northeast	South	West	Female	Male
3:0–3:5	U.S. population	8.7	22.0	32.4	37.0	14.1	4.3	22.2	7.2	52.1	21.4	15.8	38.9	23.9	50.0	50.0
	Normative sample	9.0	20.0	32.0	39.0	12.0	1.0	23.0	7.0	57.0	26.0	13.0	41.0	20.0	50.0	50.0
3:6–3:11	U.S. population	8.7	22.0	32.4	37.0	14.1	4.3	22.2	7.2	52.1	21.4	15.8	38.9	23.9	50.0	50.0
	Normative sample	6.0	21.0	31.0	42.0	14.0	3.0	16.0	9.0	58.0	23.0	20.0	45.0	12.0	49.0	51.0
4:0–4:5	U.S. population	8.7	21.9	33.0	36.4	14.0	4.2	21.6	7.3	52.8	21.6	15.9	38.3	24.1	50.0	50.0
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99

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100

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101

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102

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103

Reliability of the Normative Sample

Subtest Score	Average r_{xx}	Language Impairment
SC	.80	.92
WS	.88	.89
EV	.83	.89
FD	.87	.94
RS	.91	.96
BC	.87	.97
WC	.84	.97
PA	.90	.99
DPP	.93	.98
PRS	.97	.99

Composite/Index Score	Average r_{xx}
CLS	.92
RLI	.92
ELI	.94
LCI	.93
LSI	.94
ALRI	.93
ErLI	.95

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104

Clinical Validity

CLS, RLI, or ELI score from mean	Standard score cut	Sensitivity	Specificity
-1.0 SD	85	0.96	0.7
-1.3 SD	80	0.91	0.83
-1.5 SD	77	0.89	0.87
-2.0 SD	70	0.71	0.97

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105

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Correlation with the CELF Preschool-2

Subtest Score	CELF P-3 Mean	CELF P-2 Mean	Corrected r	Standard Difference
SC	10.3	10.7	.47	0.15
WS	10.5	10.2	.84	0.10
EV	10.2	9.1	.79	0.41
FD	10.1	10.4	.60	0.11
RS	10.9	10.5	.81	0.15
BC	10.0	10.2	.70	0.07
WC	10.6	10.3	.59	0.13

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106

Correlation with the CELF Preschool-2

Subtest Score	CELF P-3 Mean	CELF P-2 Mean	Corrected r	Standard Difference
SC	10.3	10.7	.47	0.15
WS	10.5	10.2	.84	0.10
EV	10.2	9.1	.79	0.41
FD	10.1	10.4	.60	0.11
RS	10.9	10.5	.81	0.15
BC	10.0	10.2	.70	0.07
WC	10.6	10.3	.59	0.13

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107

Correlation with the CELF Preschool-2

Composite/ Index Score	CELF P-3 Mean	CELF P-2 Mean	Corrected r	Standard Difference
CLS	101.8	100.1	.86	0.13
RLI	101.4	102.8	.74	0.11
ELI	103.1	99.6	.86	0.26
LCI	97.2	98.7	.77	0.12
LSI	103.3	102.7	.85	0.05

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108

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Special Group Study: Language Impairment

Subtest Score	LI Mean	Matched Control Mean	Difference	p value	Standard Difference
SC	4.8	9.4	4.66	<.01	1.63
WS	3.8	9.6	5.87	<.01	2.41
EV	4.4	9.4	5.01	<.01	1.74
FD	4.8	10.1	5.32	<.01	1.96
RS	4.1	9.5	5.35	<.01	1.91
BC	4.4	9.5	5.11	<.01	1.99
WC	5.3	9.9	4.55	<.01	1.51
PA	4.7	10.2	5.51	<.01	1.72
DPP	6.1	9.3	3.20	<.01	1.08
PRS	5.3	9.5	4.24	<.01	1.51

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109

Special Group Study: Language Impairment

Composite/ Index Score	LI Mean	Matched Control Mean	Difference	p value	Standard Difference
CLS	68.1	94.8	26.66	<.01	2.03
RLI	71.2	97.6	26.35	<.01	1.91
ELI	66.2	96.1	29.97	<.01	2.13
LCI	69.6	98.6	28.93	<.01	2.05
LSI	68.6	96.1	27.45	<.01	2.04
ALRI	70.3	97.2	26.90	<.01	1.96
ErLI	72.7	98.5	25.81	<.01	1.65

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110

Learning Outcomes: Review

Upon completion of the webinar, participants will be able to:

1. Describe at least two differences between CELF Preschool–2 and CELF Preschool–3.
2. Explain how to obtain and score the Connected Speech Sample using the *No Juice!* book
3. List at least two subtests that comprise the Academic Readiness Index and the Early Literacy Index.

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111

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112

For More Information . . .

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113

ALWAYS LEARNING

114

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