2021 ASSESSMENT SCORING INFORMATION

CELF-P2 & CELF-5 ASSESSMENTS
Please ensure you provide a Receptive and Expressive Language Composite Score and the Core Language Score using the CELF-AUSTRALIAN norms.

For your information:
Guidelines for Describing the Severity of Language Disorders (Pg 87 in the CELF-P2 manual / Pg 118 in the CELF-4 manual)

Severity Rating	Deviation from the Mean	Receptive, Expressive and Total Language Score Range
Within normal limits	Within -1 SD and above	86 and above
Mild	-1 and -1 ½ SD	78 to 85
Moderate	-1 ½ and -2 SD	71 to 77
Severe	-2 SD and below	70 and below

NARRATIVE

When transcribing the narrative please clearly mark if prompts were required or questions asked to elicit further information. Please use the following coding system where necessary:

P = Prompt   e.g. Tell me some more. Any more?
Q = Open question   e.g. What happened here? What happened next?
DQ = Direct question   e.g. What did the bus do? Where did the bus go? Did the bus stop?

COMPREHENSION

Blank Level questions have been scripted to "The Bus Story" and are to be used with the Pre-Primary and Year 1. A scoring criteria has been included as a reference to assist rating the responses. The 0 – 3 scale has been used to rate each response.

Please **record the child's response to all questions** in the space available and **note any prompts**. The child's initial response to the question should be scored, not the prompted response.

The child's scores for each question type need to be totalled and an average obtained. To obtain the average score divide the total for each level by the number of questions e.g. divide the total achieved for Level I questions by 3, divide the total obtained for Level II questions by 4, divide the total obtained for Level III questions by 5 and divide the total achieved for Level IV questions by 4.

EXAMPLE RESPONSES TO BLANK LEVEL QUESTIONS

Question	Rating	Example Responses
Who was fixing the bus?	3.0	The driver The bus driver/ the busman
	2.0	That man/him (pointing)
	1.0	The fixer
	0.0	The policeman/cop The daddy The crane

EXAMPLE RESPONSES TO BLANK LEVEL QUESTIONS cont.

Question	Rating	Example Responses
Why do you think the bus ran away?	3.0	Because he didn't want to get fixed Because he didn't like the bus driver Because he didn't want to be driven
	2.0	Because he was naughty Because he didn't want a driver Because the bus was mad
	1.0	Because he wanted to Because he was fixing it
	0.0	Because he was going to the cow Because he couldn't stop/put on his brakes Because he did Because the driver fell off Because the engines were too fast
What could the driver do now?	3.0	Chase/run after/try to stop the bus Ring someone for help Nothing, he's too fast He had to run but the bus ran faster
	2.0	Run/Run faster Go home
	1.0	Drive it Stop in front of the bus
	0.0	Try to get a bus The bus went away
What's that? (point to train)	3.0	Train
	2.0	Not applicable
	1.0	Thomas the Tank Choo choo
	0.0	That
How are the bus and train different?	3.0	States difference between: colour, size, road vs train track, chimney, carriages, windows, shape, wheels
	2.0	Pulling different faces Bus is poking his tongue out
	1.0	Not applicable
	0.0	Because one's a bus and one's a train
How are the bus and train the same?	3.0	They're both pulling funny faces They're both transport/carry people Both have wheels
	2.0	Both look mad Both pretty short, pretty tall
	1.0	Both mad at each other
	0.0	Not the same Train went through tunnel They can't race
Point to the train and then the policeman.	3.0	Points to train and then the policeman
	2.0	Points to train and then the policeman + something else not asked for
	1.0	Points to policeman and then train
	0.0	Points either to the policeman or the train No response

EXAMPLE RESPONSES TO BLANK LEVEL QUESTIONS cont.

Question	Rating	Example Responses
Finish this: "The bus jumped over the …"	3.0	Fence
	2.0	Gate
	1.0	Not applicable
	0.0	Hill, paddock, cow
Find the cow.	3.0	Points to the cow
	2.0	Not applicable
	1.0	Not applicable
	0.0	There (without pointing to cow) / No indication/incorrect indication of cow's location
What is a cow?	3.0	Animal / Animal that lives on a farm/farm animal
	2.0	Any combination of 2+ attributes: tail, horns, lives on farm, goes moo, gives milk, 4 legs, udder, colour etc
	1.0	One of the above attributes
	0.0	Moo, He called moo / That
How can we tell the bus is having a good time?	3.0	He's smiling/laughing
	2.0	Because he's happy
	1.0	Because he's let free / Because he's naughty / Because it's fun
	0.0	Because he keeps driving around / Because he's running away / He's going up the hill/jumping the fence/ seeing the cow
What's happening here? (point to bus going into pond)	3.0	He's falling in the water / He's going in the river / The bus gonna fall in the water / He's sinking in the lake/pond/mud
	2.0	He's lost in the river / He didn't put his brakes on
	1.0	The bus fall down / He didn't know the water was there / Help!
	0.0	Driving down the hill/in the paddock / Water
How did the bus get out?	3.0	Crane/crane driver / The driver called a crane
	2.0	Description of crane / Pulled out/the man pulled him out
	1.0	The driver called a policeman / Hook / Bus man
	0.0	Policeman / Floated off – didn't get out

Question	Rating	Example Responses
What do you think the bus driver said to the bus?	3.0	You're a naughty bus – don't run away again
		My goodness, what happened to you?
		Time to take you home
	2.0	You're naughty
		Naughty bus
	1.0	Go home
		Stop bus stop
	0.0	Because he's naughty
Where will the driver take the bus now?	3.0	On the road
		Back home
		To be washed/fixed
	2.0	Back to the bus station
		To a bus stop
		Back to where they were
		Drive it all the way back
	1.0	In the city
		Police station
		To get some petrol
	0.0	At the end
		To work
		Go in bus
Tell me something you can drive but not a bus.	3.0	Car/truck/motorbike
	2.0	Not applicable
	1.0	Bike
		Plane
	0.0	Bus
		Because he keep driving away

LANGUAGE SAMPLE

In cases when a child's functional language performance is lower than what their language indexes on the CELF-P2 or CELF-5 suggest, it is recommended that referring clinicians provide a **representative language sample**.

A sample of at least 25 of the child's utterances is recommended. Please include both sides of the conversation and describe the context of the interaction. Please make note of any non-verbals eg. gestures and any contextual support provided. If the child is unintelligible please make comments regarding their communicative intent.

Eg. Part of a sample:

Asking about his favourite toy in the clinic   (D = Child, CL = Clinician)

D: I have a turn of that crocodile?

CL: Yes. Do you remember why he is grumpy?

D: That's why he mad

CL: Why is he mad?

D: (no response)

(Mother's comment: What's the matter? He's got a sore…..)

D: Sore

CL: Yes. What is sore?

D: His teeth

CL: What will happen if you touch his sore tooth?

D: It that one? (pointed to tooth)

CL: What will happen if you touch his sore tooth?

D: He bite you.