

CELF-6 Pilot Q&A Session

9/26/2024

CELF-6 Pilot Administration Questions

What subtests have been removed and no longer need to be administered?

- Story Grammar (administered to students ages 5–21)
- Reading Comprehension (administered to students ages 8–21)
- Structured Writing (administered to students ages 8–21)
- Metalinguistics Profile (administered to students ages 9–21)

Why have they been removed from the pilot?

The tests were originally included to explore the possibility of introducing an academic language index and a literacy index in CELF-6. Research indicates that there is a strong correlation between oral language (receptive and expressive language) and written language (reading and writing). That is, if a student is identified with an oral language impairment, it is more likely that the student will have difficulties with reading and writing skills.

Users of CELF products report diagnosing students with complex oral language impairments. Clinicians report using comprehensive written language measures, the Wechsler Individual Achievement Test (4th ed.), and/or the Kaufman Test of Educational Achievement (3rd ed.) to determine the possibility of a specific learning disability diagnosis. Therefore, a decision has been made that CELF-6 will not include an academic language index nor a literacy index, and the four tests contributing to those indexes will no longer need data collection. This decision significantly reduces the test administration time for CELF-6 Pilot data collection, and for the future CELF-6 published edition, minimizing student fatigue. CELF-6 will continue to focus on the language domains that speech-language pathologists most frequently assess with their students.

Is it possible to type/print the responses to the retell subtest instead of handwriting it?

I am assuming that this examiner is referring to the Story Grammar test. Story Grammar has been dropped from CELF-6 Pilot, so it is not necessary to administer this test.

Should examiners write in pencil or pen?

For most of the CELF-6 Pilot tests, the examiner may record the examinee's responses, using either a pencil or pen. However, there are a few instances where we ask the examiner to use a pen. The instances include:

- Completing the front page of the Record Form
- Formulated Sentences
- Recalling Sentences
- Conversation Skills
- Making Inferences

When Record Forms are returned to Pearson, we slit the record form apart and scan the pages. On occasion, responses written in pencil appear faint and blurred. We can figure out responses that are single words or short phrases. It is much more difficult when the responses are full sentences. Responses recorded in pen allow for a clearer scanned image.

How long will the CELF-6 take to administer?

How much time does it take to administer the CELF-6 Pilot depends on the age and ability of the examinee. The time reported in the Examiner's Manual is 110-140 minutes. However, by dropping the four tests, Reading Comprehension, Structured Writing, Story Grammar, and Metalinguistics Profile, administration time is reduced to 85 to 100 minutes.

Based on data collected from CELF-5 Standardization, and CELF-5 Metalinguistics, we summed the average administration time of each of the tests included for CELF-6 Pilot, then added time to account for the extra items included in the CELF-6 Pilot battery.

Why is it specified that the test be administered in only one or two sessions? My examinees are burning out after 30-40 minutes.

From CELF-5 standardization data, we saw that examiners were able to complete testing in one or two sessions. However, use your clinical judgment to decide if you need to extend testing to more than two sessions. We ask that if you are extending testing to more than one session, please keep the following in mind.

- Age calculation is based on the first testing date.
- Keep the testing within a 2-week period.
- Do not stop testing in the middle of a test. If you do need to stop in the middle of a test, use your judgment in deciding whether to readminister the entire interrupted test when you resume administration.

What to do if we give the test over two days? What do we put for the start and finish times?

As mentioned in the response to Question 4, it is okay to extend testing over two days. Just be mindful to not stop testing in the middle of a test.

Recording Start and Finish times is not dependent on the number of days of testing. Start and Finish times are recorded for each test (e.g., Sentence Comprehension, Following Directions). That is, time the administration of each test by recording when you begin testing in the start time box by the title of each test in the Record Form. Record when you have completed administering the test in the stop time box at the end of each test in the Record Form.

Any tips to keep the youngest examinees interested and attentive?

The CELF-6 Pilot battery is long and keeping the youngest examinees interested and attentive may be challenging. Some tips for keeping them engaged include:

- Administer the CELF-6 Pilot in more than one session
- List the tests on a piece of paper. Provide space below each test's name. As the examinee completes each test, have them cross out the test name. In the space below the test name, encourage the examinee to decorate with the space with stickers, drawing a picture, etc.

- List the tests on a piece of paper. As the examinee completes each test, have them put a sticker over the test name. Once the examinee has “stickered” four tests, give the examinee a break (e.g., getting a drink of water, snack, play with a fidget toy).
- Some examinees may be sensory seekers and perform better when they are holding an object. At the beginning of the testing session, offer the examinee a squeeze ball. After the examinee completes a set number of tests (use your clinical judgment to decide how many tests) offer the examinee a fidget toy to play with for a few minutes.

If an examinee says “I don’t know” do you circle 0 or NR?

If the examinee does not respond or says, “I don’t know,” or a similar response (e.g., “I can’t think of anything”), circle NR and 0. Circling the NR allows us to distinguish between a No Response from an incorrect response. Circling the 0 allows for quicker calculation of the Discontinue rule (e.g., six consecutive 0 scores).

Is there a way the clinician can prompt the student on Formulated Sentences to remind them that their sentence can be either statements or questions?

Thank you for the reminder that a sentence can be either a statement or a question. When introducing the Formulated Sentences test, you may edit Demonstration A to “Here is a picture of people in a library. I will use the word book in a sentence to talk about this picture. [Pause.] “This person is reading a book.” Or I could say, “That book is on the table.”

A sentence can be a question. So I could also say, “Is the person reading an interesting book?”

How to determine the score for making inferences subtest, which ones would be scored two, one, or zero?

Review the manual for examples of correct responses for the second part of the subtest. Don't think about it too hard and use your clinical judgment. If you're arguing with yourself back and forth, whether it's a correct response - Most likely it is not.

On Sentence formulation subtest, can they use sentences with I?

Yes, looking at CELF 5, if we follow those same rules, you can be a character within that picture or you can be the third person kind of observing what's happening.

If a child Replaces 3 words for two words in the sentence, how many errors does this count as?

What you're doing is you're counting what's there, the target response. So you would count that as two. There are a couple that are exceptions like contraction. The contractions like can't or don't and they say cannot or do not, don't count as errors.

How do I capture dialectal variation?

If you feel that the student you're testing is speaking a dialectal variation. Whether it's something like English that's influenced by Spanish because the child is a bilingual English Spanish speaker, or it's a regional dialect of some kind, please let us know. Mark the item within the subtest and also on the very first page of that record form. We do count dialectal variation as correct. Tell us what the regional dialect is, or the dialectal variation – review the manual for additional information.

First Test Review – Common Errors

1. Not recording the examinee's responses to the trial items.

This situation may be occurring because the trial items are not scored, and there is limited space provided to record the examinee's response. We apologize for the limited space but ask that examiners record the examinee's response.

2. Not applying the reversal rule correctly.

There are two reversal rules that examiners should adhere to.

- If an examinee does not begin test administration with Item 1, and they do not obtain a perfect score on the first three items administered, go back to Item 1 and administer all items before the start point.

Note that some tests include subjective scoring that may include multiple score points. For these tests, a perfect score means the maximum score. For example, the Recalling Sentences test items are scored on a 3, 2, 1, 0 point system. A perfect score for a Recalling Sentences test item is a score of 3.

- For the Word Classes test, examinees ages 11-14 begin with test administration with Item 11, and examinees ages 15-21 begin test administration with Item 20. For these examinees, if a perfect score (i.e., score of 1) on three consecutive items from the start point is not achieved, go to Demo A and test forward.

3. Not circling the examinee's responses from a multiple choice list (e.g., a, b, c, d).

It is understandable that when an examiner scores an item as correct, they may assume there is not a need to circle the examinee's response choices. The CELF6 team asks that examiners establish the habit of circling the response choices as well as the score. This habit will allow the CELF6 team to:

- Check the score reflects the examinee's responses
- If a score was not recorded, the CELF6 team can assign a score based on the responses that are circled

4. Not writing the examinee's response

It is understandable that when an examiner scores an item as correct, they may assume there is not a need to record the examinee's verbatim response. The CELF6 team asks that examiners establish the habit of recording the examinee's verbatim response by either:

1. underlining/circling the examinee's response from the list of correct responses in the Record Form, or
2. Writing the examinee's response verbatim.

This habit will allow the CELF6 team to:

- Check the score reflects the examinee's responses
- If a score was not recorded, the CELF6 team can assign a score based on the recorded examinee's responses

5. Not providing prompts for the Word Definitions test

For the Word Definitions test, examiners score examinee's responses by comparing the response to the scoring criteria listed for each item in the Record Form. Some items have scoring criteria that require more than one element. These items will be indicated with the first element, followed by the word AND, followed by the second element.

For all items, but especially the items requiring two elements, the examiner should provide the prompt "Can you tell me more?" if the examinee's response is vague or incomplete. The examiner should also use the prompt if they think the examinee's response is on the right track but a more complete response is warranted.

Field Research Questions

How long will the pilot phase go?

We need all tests in by early November. However, we also need your tests in by the due date. We depend on you to have all your tests delivered to Pearson by the due dates. This is to ensure we meet our project deadlines and timelines. Your assignments reserve a spot in our collection that we count on, and if you're unable to complete a test by that due date. Please contact the Examiner relations team for an extension or decline that test in your portal so that we can make a replacement as soon as possible.

Where do we put tracking numbers when we're mailing our protocols?

1. Login to the Field Research Portal
2. Navigate to the assignments tab and click on a current assignment
3. Tap/Click the Comment button
4. Select "Test Tracking Number" and enter your specific test tracking number.

What candidates are we testing for the CELF-6 Pilot?

We are testing candidates that are typically developing only. Candidates who have any disorders that negatively impact language development are excluded from the pilot. This includes things like ADHD, autism spectrum disorder, speech impairments, and articulation. Visit the Examiner hub, to see all the inclusion and exclusion criteria for the CELF-6 Pilot. It is so important to screen your candidates before testing candidates. Candidates that are tested that don't meet that criteria result in unusable test data.

I requested extensions for a lot of my caseload. Is it going to update to show that it has been granted?

If you have emailed the Examiner Relations team or have left a comment in the Portal regarding a due date extension, the team will look at your assignments. You will see the due dates update in your Portal.

What are some things our examiners should keep in mind before and during their scheduled tests to ensure quality test data?

We encourage Examiners to review the training, read the manual, and implement any feedback you're getting from the content team to your subsequent testing. And use the same standardized

administration practices you do in your clinical practice as you do for testing with us here in field research.

Do we need to be alerted when new candidates are added or will we be automatically notified? How does that process work?

We automatically see the candidates you add to your portal. You can always send us a message if you want us to look at them right away. We love getting emails from you guys, but we do have visibility to those candidates. And then if there's a candidate we need, we will contact you and say, hey, would they be available and interested in testing?

When the pilot is over how will we return our test kit?

Pilot will be over in November. We'll let you know! When you finish testing you can return your kit using the prepaid UPS label in your kit.