

## CELF–5 Verbal Stimuli

This document provides the verbal stimuli you need to administer Demonstration and Trial Items and to introduce the test tasks to the student. This document includes *only* the verbal stimuli you provide to the student. To ensure that you are administering CELF–5 tests correctly, you must read the Examiner’s Manual prior to test administration for important information including:

- Test objectives, relationship to curriculum, relationship to classroom activities, and implications for intervention
- Complete procedures for using start points and reversal, repetition, and discontinue rules
- Additional prompts or rules specific to each test
- Procedures for recording and scoring responses (including dialectal variations), alternate acceptable responses, and detailed scoring examples
- Using item analysis and extension testing

If you would like this material accessible while administering CELF–5, you can print Chapter 3 of the Examiner’s Manual in its entirety.

# Sentence Comprehension

## **Demonstration and Trial 1**

Turn to Stimulus Book page SC Demo, Trial 1. Introduce the item by saying, **Let's look at these pictures** (pause and point to each picture). **I am going to point to the picture that shows, I can wear this.** Point to the shirt (B).

Say, **Now you point to the picture that shows, I can eat this.** If the student asks for a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 1. If the student still does not respond correctly, say, **Here is I can eat this,** and point to the apple (C).

## **Trial 2**

Turn to Stimulus Book page SC Trial 2. Say, **Let's try some more. Look at these. Point to, The boy has a ball.** If the student asks for a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 2. If the student still does not respond correctly, say, **Here is, The boy has a ball,** and point to picture B.

## **Trial 3**

Turn to Stimulus Book page SC Trial 3. Say, **Now point to, The girl lost her balloon.** If the student asks for a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 3. If the student still does not respond correctly, say, **Here is, The girl lost her balloon,** and point to picture A.

## **Test Items**

Introduce the Test Items by saying, **Now let's do some more. Listen carefully to what I say. Ready?** Proceed to the age-appropriate start point in the Record Form and the corresponding item in the Stimulus Book. Introduce each item by saying, **Point to...**

## Linguistic Concepts

The targeted concept in each trial and test item is italicized. DO NOT emphasize or change the intonation or loudness of any of the italicized words in the verbal stimuli during administration of the items. The use of italics enables the examiner to identify the concept targeted in each item while analyzing a student's performance.

### Demonstration

Place Stimulus Book 1 in front of the student and turn to the page LC Demo. Introduce the item by saying, **Here are some pictures. I will point to the flower** (point and pause). **Now, you point to a picture that I name.**

**Point to the *house*** (pause).

**Point to the *ball*** (pause).

**Point to the *apple*** (pause).

**Point to the *sun*** (pause).

**Point to the *flower*.**

If the student responds correctly, proceed to Trial 1. If the student does not point to the named pictures, repeat the Demonstration Item and demonstrate pointing, if necessary.

### Trial 1

Turn to Stimulus Book page LC Trial 1. Say, **Now, let's do some more. Point to the *ball*.** If the student responds correctly, proceed to Trial 2. If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 1.

### Trial 2

Turn to Stimulus Book page LC Trial 2 and say, **Point to the *sun*.** If the student responds correctly, proceed to Trial 3. If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 2.

### Trial 3

Turn to Stimulus Book page LC Trial 3 and say, **Point to the *row of apples*.** If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 3. If you are unsure of which row the student has pointed to or if the student points to one shape, say, **Touch each shape in the row.** Proceed to the Test Items.

### Test Items

Introduce the Test Items by saying, **Now let's try some more. Remember to point to the pictures that I tell you. Listen carefully because I can't say it again.** Turn to each Linguistic Concepts page in Stimulus Book 1, read the item in the Record Form, and pause for the student's response. When you are certain that the student has finished responding to an item, present the next item. If the student points to the picture before you finish reading the item, say, **Listen carefully and do not point until I am finished.**

## Word Structure

### Demonstration

Turn to Stimulus Book 1 page WS Demo. Introduce the demo item by saying, **I'm going to show you some pictures and say some things about them. I want you to help me by finishing some of the things I say. I'll do the first one. Listen. Here is a boy** (point to the picture of the boy) **and here is a...** (point to the picture of the girl and pause) **girl.**

### Trial 1

Turn to page WS Trial 1, 2 and say, **Now let's do some more. This time I want you to finish what I say. This boy** (point) **is standing and this boy is...** (point and pause). The student should say, "Sitting." If the student responds correctly, proceed to Trial 2. If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 1. If the student still responds incorrectly, say, **I want you to say, "...sitting," to finish what I was saying,** and wait for the student to respond. If the student seems reluctant to finish your sentence, say, **You have permission to finish my sentences.** Then repeat the trial.

### Trial 2

Say, **Mom said, "These shoes** (point to the shoes on the left) **are mine and those shoes are...** (point and pause). The student should say, "Yours." If the student responds correctly, proceed to the Test Items. If the student requests a repetition, responds incorrectly, or does not respond within 10 seconds, repeat Trial 2. If the student still responds incorrectly, say, **I want you to say the word yours to finish what I was saying.**

### Test Items

Introduce the Test Items by saying, **Now let's do some more. Listen carefully to what I say about the picture and help me finish what I say about each one.** Proceed to WS A Demo, 1.

If the student gives a response related, but not identical, to the target (e.g., Item 7: "his" for possessive noun *Jack's*, Item 33: "had ridden" for irregular past *rode*) prompt one time with, **Can you say it another way?**

## Word Classes

Note. Word Classes contains two words that have more than one pronunciation. Use the following pronunciations:

- Item 32: d) *compound* should be pronounced (kōm' pound') as if rhyming with "Tom•sound."
- Item 40: d) *articulate* should be pronounced (är-tik' yə-lät) with the last syllable rhyming with "ate."

## Administration Directions for Ages 5–10

### Demonstration

Turn to Stimulus Book 1 page WC Demo. Introduce the item by saying, **I am going to say some words and show you some pictures. Two of the words go together. Look and listen as I say the words: *puppy, frog, dog*** (point to the pictures as you name them). ***Puppy and dog*** (point) **are the two words that go together best.** Proceed to Trial 1.

### Trial 1

Turn to Stimulus Book 1 page WC Trial 1. Say, **Now let's do it again. Two of these words go together. Look and listen carefully to the words I say, then tell me the two words that go together: *milk, apple, banana***. If the student responds by identifying the words *apple* and *banana*, proceed to Trial 2. If the student requests a repetition, does not respond within 10 seconds, or identifies two unrelated words, say, **Listen carefully to the words: *milk, apple, banana*. Two of them go together best. Do you know which ones they are?** If the student responds incorrectly, say, **The two words that go together are *apple* and *banana***. Proceed to Trial 2.

### Trial 2

Turn to Stimulus Book 1 page WC Trial 2. Say, **Now let's do some more. Remember, tell me the two words that go together best** (pause): ***cat, whiskers, nest***. If the student identifies the words *cat* and *whiskers*, proceed to the Test Items. If the student requests a repetition, does not respond within 10 seconds, or identifies two unrelated words, say, **Listen carefully to the words:** (pause) ***cat, whiskers, nest*. Two of them go together best. Do you know which ones they are?** If the student responds incorrectly, say, **The two words that go together are *cat* and *whiskers***. Proceed to Test Item 1.

### Test Items

Start at Item 1. Say, **Here are some more. Look, listen, and tell me which two words go together.** For each item, show the stimulus page and say the words indicated in the Record Form.

Note. Before Item 9, read the instructions on the Record Form informing the student there will be four words to choose from for the rest of the Test Items. Before Item 13, read the instructions on the Record Form informing the student that the remaining items do not have pictures.

## Administration Directions for Ages 11–21 years

Word Classes for ages 11–21 is presented from the Record Form without visual stimuli.

### Demonstration

Introduce the Demonstration Item by saying, **I am going to read some words. Two of the words go together. Listen to the words: *fish, milk, fin, spider*.** (Pause.) ***Fish* and *fin* are the two words that go together.**

### Trial 1

Say, **Let's do some more. Remember, two of these words go together, they are related. Listen to the words and tell me the two words that go together best:** (pause) ***dark, hot, soft, cold*.** If the student responds by identifying the words *hot* and *cold*, proceed to Trial 2. If the student requests a repetition, does not respond within 10 seconds, or identifies two unrelated words, say, **Listen to the words again and tell me the two words that go together—the two words that are related: *dark, hot, soft, cold*.** If the student responds incorrectly, say, **The two words that go together best are *hot* and *cold*.** Proceed to Trial 2.

### Trial 2

Say, **Now listen to some more words. Remember to tell me the two words that go together best:** (pause) ***wink, smile, sleep, laugh*.** If the student responds by identifying the words *smile* and *laugh*, proceed to the Test Items. If the student requests a repetition, does not respond within 10 seconds, or identifies two unrelated words, say, **Listen carefully to the words I say:** (pause) ***wink, smile, sleep, laugh*.** **Two of the words are related. Do you know which ones they are?** If the student still does not respond correctly, say, **They are *smile* and *laugh*,** and proceed to Test Item 13.

### Test Items

For ages 11–14 start at Item 13, and for ages 15–21 start at Item 20. Introduce the Test Items by saying, **Now I will read some more words. Listen carefully to each set of words and tell me the two words that go together best.** Read the Test Items in the sequence listed. If necessary, precede each item with the direction, **Listen,** to focus the student's attention on the new word series.

# Following Directions

## Demonstration

Turn to Stimulus Book 2 page FD Demo. Introduce the item by saying, **Here are some pictures. I will point to the circle** (point and pause).

**Now you point to the picture that I name.**

**Point to the triangle** (pause for response).

**Point to the X** (pause).

**Point to the circle** (pause).

**Point to the square** (pause).

If the student responds correctly, proceed to Trial 1. If the student requests a repetition, responds incorrectly, or does not identify any one of the shapes within 10 seconds, say, **Listen carefully**, and repeat the Demonstration Item.

## Trial 1

Turn to page FD Trial 1 and say, **Now, I would like you to point to the pictures in the same order I tell you. Point to the circle and a square.** If the student responds correctly proceed to Trial 2. If the student requests a repetition, responds incorrectly, or does not respond, repeat the item with the introduction, **Listen carefully**. If the student fails to respond correctly, say, **Here is the circle** (point). **Here is a square** (point).

## Trial 2

Turn to page FD Trial 2 and say, **Now, I will show you some more pictures. This time I will say, "Go," when I want you to point. Remember to point to the pictures in the same order I tell you. Point to the black circle and the white square. Go** (pause for a response). If necessary, repeat Trial 2 and remind the student to point to the pictures in the order mentioned and not to point until you say, "Go." Proceed to Trial 3.

## Trial 3

Turn to page FD Trial 3 and say, **Let's try some more. Remember to point to the pictures in the order that I name them and do not point until I say, "Go"** (pause). **Point to the big circle and the little X. Go** (pause for a response). If necessary, repeat Trial 3 and remind the student to point to the pictures in the order mentioned and not to point until you say, "Go." Proceed to Trial 4.

## Trial 4

Turn to page FD Trial 4 and say, **Point to one of the rows. Go** (pause for a response). If the student points to only one shape, and you are unsure if the response was correct, say, **Touch each shape in the row**. If necessary, repeat Trial 4. Proceed to the Test Items.

## Test Items

Say, **Now let's try some more. Remember to point to the pictures in the order that I tell you. Do not point until I say, "Go." Listen carefully because I can't say them again.** Proceed to the age-appropriate start point. Turn to each stimulus page, read the entire item, and pause for the response. When you are certain that the student has finished responding to an item, present the next item.

# Formulated Sentences

## Demonstration

Turn to Stimulus Book 1 page FS Demo. Introduce the demonstration item by saying, **Here is a picture of people in a library. I will use the word *book* in a sentence to talk about this picture** (pause). **“The girl is reading a book.” Or I could say, “A book is on the table.”**

## Trial 1

Turn to page FS Trial 1 and say, **Here is another picture. Now you make a sentence about this picture using the word *reading*. You must make your sentence about something in the picture and you must use the word *reading*. Look at the picture to help you think of what to say.** If the student produces a sentence that is appropriate to the context of the stimulus picture and incorporates the stimulus word, record it on the Record Form and proceed to Trial 2.

If the student hesitates, requests a repetition, or produces a phrase or sentence that does not include the stimulus word or is not appropriate to the stimulus picture, repeat the item and add, **Remember, make a sentence about the picture and use the word *reading*.** If the student does not respond with the stimulus word in an appropriate context, record the response and say, **You could have said...** (give a sample sentence). Proceed to Trial 2.

## Trial 2

Turn to page FS Trial 2. Say, **Here is another picture. Now you make a sentence about this picture using the word *first*. You must make your sentence about something in the picture and you must use the word *first*. Look at the picture to help you think of what to say.** If the student produces a sentence that is appropriate to the context of the stimulus picture and incorporates the stimulus word, record it on the Record Form and proceed to the Test Items.

If the student requests a repetition or produces a phrase or sentence that does not include the stimulus word or is inappropriate to the stimulus picture, repeat Trial 2 and add, **Remember, make a sentence about the picture and use the word *first*.** If the student still doesn't respond with the stimulus word in an appropriate context, say, **You could have said...** (give a sample sentence). Proceed to the Test Items.

## Test Items

Introduce the Test Items by saying, **Now, I will say some more words and show you some more pictures. I want you to tell me a sentence using each word I say. You must make your sentence about the picture and must use the word I tell you in your sentence.** Proceed to the age-appropriate start point and the corresponding item in the Stimulus Book. Present the pictures from the Stimulus Book and read the words from the Record Form.

*Note.* In the Record Form, there are additional directions to read to the student before Item 19. Two words are used in Items 19–24. The student must use both stimulus words in a sentence that is appropriate to the context of the stimulus picture. The words can be in any order in the student's response.



## Recalling Sentences

### Trial 1

Introduce Trial 1 by saying, **Now I am going to say a sentence. I want you to listen carefully and repeat what I say. Let's try. My sister is in the sixth grade.** If the student repeats the sentence verbatim record it in the Record Form, and proceed to Trial 2. If the student does not repeat the item accurately, does not respond, or requests a repetition, say, **Let's try again. Listen carefully and say exactly what I say. My sister is in the sixth grade.**

### Trial 2

Say, **Listen to another sentence and say exactly what I say** (pause). **Does Mr. Gomez teach reading?** If the student repeats the sentence verbatim, record it in the Record Form, and proceed to the Test Items. If the student responds as if answering the question (e.g., yes, no), explain that he or she needs to repeat the sentence, not answer the question, and then repeat the item. If the student does not repeat the item accurately, does not respond, or requests a repetition, say, **Let's try again. Listen carefully and say exactly what I say. Does Mr. Gomez teach reading?**

### Test Items

Say, **Now let's try some more. Remember to listen carefully and say exactly what I say because I can only say it one time.** Read the Test Items at a normal conversational rate and in the sequence listed in the Record Form. DO NOT repeat any Test Items.

## Understanding Spoken Paragraphs

### *Trial Paragraph for Ages 5–10 or for Ages 11–21*

Using the Record Form, introduce the appropriate Trial Paragraph for the student's age by saying, **Listen carefully to what I am going to read to you. Afterward, I will ask you some questions about what I read.** Read the title and the paragraph to the student at a conversational level and rate, and then read the associated questions in the Record Form. You may read the Trial Paragraphs and questions a second time if the student does not respond within 10 seconds, or if he or she requests a repetition. If the student's response is vague or incomplete, prompt him or her for answers to the trial questions by providing cues to the answers. This is allowed for trial questions only.

### *Test Paragraphs*

Introduce each paragraph by saying, **Now listen carefully to the next paragraph. I can read it only one time. Remember, I will ask you questions about it.** Introduce each new paragraph by reading the title. Read each test paragraph at a conversational level and rate, and then read the associated questions. You may read the test paragraphs only once; however, you may read the test questions a second time if the student asks for a repetition or does not respond to the question within 10 seconds. Do not repeat the questions if the student's response is incorrect on the first presentation.

If the student's response is ambiguous and could possibly be correct, probe once with, **Can you tell me more?**

## Word Definitions

### Demonstration

Introduce the Demonstration Item by saying, **I'm going to tell you a word and use it in a sentence. I will then ask you to define the word—tell what the word means. You can define or explain what a word means by telling what kind of thing it is and by telling some things about it. For example, I may say, *The word is giraffe, as in: The children said, "The giraffe is over there."* You can tell me what the word *giraffe* means by saying, "A giraffe is an animal with a long neck and spotted skin that lives in Africa or in a zoo."**

Proceed to Trial 1.

### Trial 1

Introduce Trial 1 by saying, **Now I will tell you another word and ask you to define it. The word is *mustard*, as in: Mom asked, "Would you like mustard on your hamburger?" Define the word *mustard*.** Pause for response. Supply the correct response if the student is unable to answer. Say, **Mustard is something you put on food to make it taste good. It can be yellow or brown and you eat it on hamburgers and other foods.** Proceed to Trial 2.

### Trial 2

Introduce Trial 2 by saying, **Let's try another word. The word is *neat*, as in: Grandma said "You keep your room very neat." Define the word *neat*.** Pause for response. Supply the correct response if the student is unable to answer. Say, **Neat means that something is cleaned up and in order, or tidy.** Proceed to the Test Items.

### Test Items

Introduce the Test Items by saying, **Now let's do some more. Remember to listen to the word and the sentence I tell you. Then you define the word—tell me what the word means.** Present the Test Items from the Record Form.

If a response is vague or incomplete, but you think the student is on the right track, prompt for a more complete response by saying, **Can you tell me more?** Do not prompt for more information when a response is incorrect.

# Sentence Assembly

## Demonstration

Turn to Stimulus Book 2, page SA Demo. Introduce the Demonstration Item by saying, **Here are some words that can be made into two different sentences: tall, the boy, is** (pause). **“The boy is tall.” This sentence tells something. That’s one way of doing it. Here’s another sentence with the same words** (pause), **“Is the boy tall?” This sentence asks something.** Proceed to the Trial Items.

## Trial 1

Turn to Stimulus Book 2, page SA Trial 1 and say, **Now I want you to try it. Make two sentences using the words I show you: saw, the girl, the boy. Use only those words.**

Correct Responses:

The girl saw the boy.

The boy saw the girl.

If the student produces only one sentence, say, **Now make another sentence with the words.** If the student requests a repetition, responds incorrectly, or pauses for more than 10 seconds, say, **Remember the words are saw, the girl, the boy. Make a sentence (or a different sentence) with those words.** If the student cannot produce a sentence, say, **You could have said...** (present an option). Proceed to Trial 2.

## Trial 2

Turn to page SA Trial 2 and say, **Here are some more words. Now make two sentences with these words: is, on the chair, the kitten.**

Correct Responses:

The kitten is on the chair.

Is the kitten on the chair?

After the student produces the first sentence, say, **Now make a different sentence with the words.** If the student requests a repetition, responds incorrectly, or pauses for more than 10 seconds, say, **Remember the words are is, on the chair, the kitten. Make a sentence (or a different sentence) with those words.** If the student cannot produce a sentence, say, **You could have said...** (present an option). Proceed to the Test Items.

## Test Items

Say, **Now let’s do some more. Each time, you will make two sentences using the words I show you. If you need me to, I can repeat each one once. Both sentences must be logical and make sense.** Turn to page SA 1. For each item say, **Make a sentence with these words.** Read the words and pause for a response. After the student’s response, say, **Now make a different sentence.**

Provide time for a second sentence response. The student has two opportunities to make sentences, even if the first sentence is incorrect.

# Semantic Relationships

## Trial 1

Turn to Stimulus Book 2 page SR Trial 1. Introduce the item by saying, **I'm going to read you some problems to figure out. Each problem has two correct answers. Let's do one and see if you can tell me the two correct answers** (pause). Read the stimulus phrase and response choices for Trial 1 from Record Form 2. Depending on the student's age and the testing situation, you may wish to point to each of the choices in Stimulus Book 2 as you read them.

**A man is bigger than a**

- a) house
- b) button
- c) spoon
- d) plane

The student may respond by saying the words on the stimulus page, by naming the letters (a–d) that correspond to the choices, or by pointing. If the student gives both correct choices, proceed to Trial 2. If the student provides only one correct choice within 10 seconds, or requests a repetition, say, **Listen carefully to the problem again. Two of the choices are correct.** Repeat Trial 1. If the student still does not respond correctly, say, **You should have said *button* and *spoon*.** Proceed to Trial 2.

## Trial 2

Turn to page SR Trial 2. Say, **Now listen to this question and the possible answers. Remember, you must tell me the two answers that are correct** (pause).

**Jan saw Pedro. Dwayne saw Francis. Who was seen?**

- a) Jan
- b) Dwayne
- c) Pedro
- d) Francis

If the student provides only one correct answer within 10 seconds, or requests a repetition, say, **Listen carefully to the problem again. Two of the choices are correct.** Repeat the complete item. If the student still does not respond correctly, say, **You should have said *Pedro* and *Francis*.** Proceed to the Test Items.

## Test Items

Turn to page SR 1 and say, **Now let's do some more problems. Remember to tell me the two correct answers. If you need me to, I can repeat each one once.** Show the student the appropriate page in the Stimulus Book as you read each item and its choices from the Record Form. You may repeat each item one time if the student requests a repetition. Do not repeat the item if the student's responses are incorrect after the first presentation. You do not need to read the response choices for each item if the student asks to read them independently.

# Reading Comprehension

## Paragraph A

To introduce the first test paragraph say, **Now you will read some stories. After you read each one, I will ask you some questions about them.**

Present the first reading passage for the student's age in Stimulus Book 2. Say, **Here is the first story. Read it to yourself and tell me when you are finished.**

As soon as the student has finished reading the passage, say, **Now, I'm going to ask you some questions about the story. You may look at it to help you answer the questions. Answer the questions as best as you can.**

Keep the Stimulus Book 2 in front of the student. Present the items associated with Paragraph A from the appropriate Reading and Writing Supplement and record the responses.

## Paragraph B

Present the second paragraph by saying, **Here's another story. Read it to yourself and tell me when you are finished.**

After the student has finished reading the passage, say, **Now, I'm going to ask you some more questions. You may look over the story to help you answer the questions. Answer the questions as best as you can.**

Keep the Stimulus Book in front of the student. Present the items associated with Paragraph B from the Reading and Writing Supplement and record the responses.

*Note.* Three paragraphs: A. "What a Breeze" for ages 9–10, and A. "Summer Jobs" and B. "Underwater Volcanoes" for ages 13–21 each continue across two pages in the Stimulus Book. Observe as the student reads each of these paragraphs, and remind him or her to turn the page to continue reading, if necessary.

If the student's response is ambiguous and could possibly be correct, probe once with, **Can you tell me more?**

# Structured Writing

## Trial

Introduce the Trial by saying, **Now, I'm going to ask you to write. You will use this pen** (give the student the pen) **and this page** (show the Student the Trial page). **If you make mistakes or errors while writing, please cross them out and continue writing. Do not erase.** Place the writing page for the Trial in front of the student.

Say, **Here is a paragraph about "Catching the Bus."** (Point to and read,) **"Every morning, Eric waits for the bus at the corner."** (Pause.) **The next sentence is incomplete. Read the half sentence aloud and write the rest of the sentence so that it is complete and follows the first sentence and makes a story.**

**If you make an error or misspell a word, cross out the error and continue writing.**

If the student is unable to write a meaningful phrase to complete the sentence, help the student to understand by saying, **You could write the words, "...his dad offered to drive him to school,"** (point to the blank where the student should write).

To continue the Trial say, **Now, write another sentence here** (point to the space) **that follows the first two sentences to finish the story.** If the student is unable to write a meaningful sentence to complete the Trial, help the student to understand by saying, **You could write the words, "Eric was glad he didn't have to wait in the rain."** (point to the blank where the student should write).

After the student completes the sentence (or after five minutes if the student has not completed the sentence) say, **Now read me what you wrote.** Allow the student time to correct any errors he or she discovers on reading. Do not tell the student to correct errors, but permit time to correct any errors he or she finds. Collect the Trial writing page from the student.

## Writing Tasks

Give the student the page with the first writing task. Make sure it is the page appropriate to the student's age. Say, **Now let's do some more. This paragraph is about (a)...** (read the title).

- For students age 8 say: **Read the first sentence, finish the second sentence, and write one more sentence that follows to make a story.**
- For students ages 9–21 say: **Read the first sentence, finish the second sentence, and write** (say the appropriate number: 2, 3, or 4) **more sentences that follow to make a story.**

Track the student's progress and after 15 minutes have passed, if he or she is still writing, tell the student, **You have 5 more minutes to write.** Administer all of the Writing Tasks in one session. If the student is still writing after 20 minutes, you can tell him or her to stop writing and discontinue the test.

If the student asks, let him or her know that either print or cursive writing is acceptable.

Some student responses lack capital letters at the beginning of sentences or end punctuation that typically signals sentence boundaries. You may find it helpful to have the student read his or her written responses to Structured Writing aloud AFTER testing is complete. You can take notes to indicate where sentences begin and end to help you determine which word groupings are the intended sentences.

## Pragmatics Profile and Pragmatics Activities Checklist

Complete instructions for administering the Pragmatics Profile and the Pragmatics Activities Checklist are included in Chapter 3 of the CELF-5 Examiner's Manual.