CASL-2 – The Comprehensive Assessment of Speech and Language

BY: HANNAH R. KORONKIEWICZ, MS, CCC-SLP/L
How we got the CASL-2 – FOR FREE

- ISHA

- GO TALK TO ALL THE PEOPLE
Measures the oral processing skills of comprehension and expression.

**Ages:** 3-21

**Administration Time:** 5-15 minutes for each subtest; 45 minutes for General Language Ability Index (Core Language)**Important to get BOTH RECEPTIVE AND EXPRESSIVE LANGUAGE INDEX SCORES

**Published:** 2017

Broken up into 4 sections: Lexical/Semantic, Syntactic, Supralinguistic/Pragmatic **See the front page of the assessment form for the break-up
Administration - CSLD/CHAT way

- Computer, test form, CASL-2 booklet (SO IMPORTANT!!!!)
  - Warning: Some subtests change halfway through
  - Begin at the client's chronological age
  - Circle 1 or 0 for response
    - PREFERRED or ACCEPTABLE responses both receive a 1.
    - ONE EXCEPTION: Grammatically Judgment subtest-->older students can receive a score of 2 by identifying the sentence is grammatically incorrect AND fixes the sentences
If you start with number 1 on a subtest, there is no need for a basal, just get a ceiling.

If you start at a student's CA, and they get ANY of the first 4 incorrect, test in reverse order until a basal of 4 in a row is established.

Always use the lowest set of 4 consecutive scores as the basal.

Once a basal is established all items below the basal are considered correct.
Discontinue testing when the student receives 4 scores of 0 in a row.
Always use the highest set of four scores of zero in a row as the ceiling.
Various prompts for SPECIFIC responses are allowed including:

- "You are close, but can you be more specific?"
- Prompting to clarify directions
- "Try to use Just one word"
- All are coded in the booklet made by CSLD
Some subtests have "Alternative Responses" for AAE.

These items are marked with a **** on the test form.

If a student has the characteristics of AAE and uses an alternative response that is listed on the form—mark as CORRECT.

These responses would be INCORRECT for a student who speaks Standard American English.
Subtests

- General Language Ability Index
- Receptive Language Index
- Expressive Language Index
- Lexical Semantic Index
- Syntactic Index
- Social Pragmatic Index
CASL-2 TIPS

- Make sure you have your CASL-2 bound instructional book BEFORE you start assessing
- **Double Meaning Subtest**: clients DO NOT look at powerpoint
- **Synonyms Subtest**: doesn't always print clearly
- **Expressive Vocab Subtest**: typically ONE WORD responses only
- **Meaning from Context**: Know how to pronounce the words
  - e.g. abluent, seiche,
- **Gramatically Judgment**: Switches & adds point for age 11+, have to identify if sentence is correct yes/no AND fix sentence
CASL-2 TIPS CONTINUED

- **Sentence Comprehension**
  - Stay on most slides for 3 turns
  - 2 parts for Item 43+
    - Clinician reads 2 sentences. Student needs to tell you if they mean the same thing with a YES or NO response
    - There are examples A and B for each number, you DO NOT need to do both
SCORING

- Raw Scores --> Standard Scores
- Put in Standard Scores
- **Don't be alarmed by the big number**
- Add total for Index Score
### RECEPTIVE VOCABULARY

This Item Analysis Worksheet identifies the specific skill that is being measured for each item. Write a plus (+), minus (-), or NR (no response) to indicate how the individual performed on each administered item. This allows for a visual representation of strengths and weaknesses and can aid in interpretation of the results.

<table>
<thead>
<tr>
<th>Item</th>
<th>Skill Measured</th>
<th>Skill Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Noun – bus</td>
<td>-</td>
</tr>
<tr>
<td>3.</td>
<td>Verb – sleeping</td>
<td>+</td>
</tr>
<tr>
<td>4.</td>
<td>Noun – sun</td>
<td>+</td>
</tr>
<tr>
<td>5.</td>
<td>Noun – animal</td>
<td>+</td>
</tr>
<tr>
<td>6.</td>
<td>Adjective – tall</td>
<td>+</td>
</tr>
<tr>
<td>7.</td>
<td>Adjective – small</td>
<td>+</td>
</tr>
<tr>
<td>8.</td>
<td>Adjective – red</td>
<td>+</td>
</tr>
<tr>
<td>9.</td>
<td>Verb – talking</td>
<td>+</td>
</tr>
<tr>
<td>10.</td>
<td>Adjective – one</td>
<td>-</td>
</tr>
<tr>
<td>11.</td>
<td>Adjective – many</td>
<td>+</td>
</tr>
<tr>
<td>12.</td>
<td>Adjective – big</td>
<td>-</td>
</tr>
<tr>
<td>13.</td>
<td>Noun – foot</td>
<td>+</td>
</tr>
<tr>
<td>14.</td>
<td>Verb – touch</td>
<td>-</td>
</tr>
<tr>
<td>15.</td>
<td>Adjective – round</td>
<td>+</td>
</tr>
<tr>
<td>16.</td>
<td>Verb – riding</td>
<td>-</td>
</tr>
<tr>
<td>17.</td>
<td>Noun – bottom</td>
<td>+</td>
</tr>
<tr>
<td>18.</td>
<td>Adverb – quietly</td>
<td>-</td>
</tr>
<tr>
<td>19.</td>
<td>Verb – driving</td>
<td>+</td>
</tr>
<tr>
<td>20.</td>
<td>Adjective – tired</td>
<td>+</td>
</tr>
<tr>
<td>21.</td>
<td>Adjective – most</td>
<td>+</td>
</tr>
<tr>
<td>22.</td>
<td>Noun – middle</td>
<td>+</td>
</tr>
<tr>
<td>23.</td>
<td>Adjective – weekend</td>
<td>+</td>
</tr>
<tr>
<td>24.</td>
<td>Verb – surround</td>
<td>-</td>
</tr>
<tr>
<td>25.</td>
<td>Noun – center</td>
<td>-</td>
</tr>
<tr>
<td>26.</td>
<td>Noun – pattern</td>
<td>-</td>
</tr>
<tr>
<td>27.</td>
<td>Adverb – together</td>
<td>-</td>
</tr>
<tr>
<td>28.</td>
<td>Adjective – different</td>
<td>-</td>
</tr>
<tr>
<td>29.</td>
<td>Adjective – last</td>
<td>-</td>
</tr>
<tr>
<td>30.</td>
<td>Noun – globe</td>
<td>-</td>
</tr>
<tr>
<td>31.</td>
<td>Adjective – less</td>
<td>+</td>
</tr>
</tbody>
</table>

### SL-2 INDEXES

- **Syntactic Index (SI)**
- **Standardized Index (SI)**

<table>
<thead>
<tr>
<th>SI</th>
<th>SI</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>106</td>
</tr>
</tbody>
</table>
Both Preferred responses and Acceptable Responses are CORRECT (scored 1)

Difference is: quality of response, can use for further analysis later

Yellow = preferred

Green = acceptable
Test forms

- Test Forms --> CASL-2
  - By AGE (so so helpful)
  - Item analysis separate
  - Entire test (including ALL subtests, item analysis, AND scoring)
THINGS I LOVE ABOUT THE CASL-2

- Meaning from Context subtest (DH example)
- Grammatical Morphemes (alternative responses)
- Receptive Vocabulary & Sentence Comprehension (very similar to CELF)
- Pragmatic Language
- Inference subtest (THE BEST!!!!!)
- Synonyms vs. Antonyms (if you see difficulty with vocab...)
THINGS I PREFER THE CELF-5

- Linguistic Concepts
- Formulating Sentences
- Scoring was confusing at first

- There is no better choice, I do prefer the CASL, but will still do certain subtests of the CELF-5, or additional assessments if I think necessary (e.g....)
Delay: A child is developing language/speech in a typical manner, just slower than his/her peers.
- E.g. late talkers, same sequence of obtaining sounds, just slower
- EI services can be free if considered a delay

Disorder: A child is developing language/speech in a manner that is abnormal when compared to same aged peers. E.g. developing at an unusual pattern

Illinois Developmental Delay Criteria (ages 3-9)
- A delay in physical development, cognitive development, communication development, social or emotional development, or adaptive development (may include children from three through nine years of age).

Minimal to NO resources out there on this

This is what I do:
- Speech sound kiddo under age of 9: artic/phono/speech sound DISORDER
- Language kiddo under age of 9: Recep/exp language delay

**When they are over 8/9, I put disorder because of the IL DD criteria