



# CASL-2 – The Comprehensive Assessment of Speech and Language

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# How we got the CASL-2 – **FOR FREE**

▶ ISHA

▶ GO TALK TO ALL THE PEOPLE

# ABOUT

\*\*Taken directly from WPS Publishing Website

- ▶ 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

# BAS



EXAMPLES	AGES
A <input type="checkbox"/> I like milk. Other _____	3-6
B <input type="checkbox"/> Is sitting Other _____	3-10
C <input type="checkbox"/> getting on the bus Other _____	3-10
D <input type="checkbox"/> swimming in the water Other _____	11-21
E <input type="checkbox"/> Then everyone sang "Happy Birthday." <input type="checkbox"/> She blew out the candles. Other _____	11-21

START AGES 3-4	SCORE
1	1 0
2	1 0
3	1 0
4	1 0
START AGES 5-6	SCORE
5	1 0

6	1 0
7	1 0
8 *	1 0
START AGES 7-8	SCORE
9	1 0
10 *	1 0
11	1 0
12	1 0
13	1 0
14 *	1 0
START AGES 9-10	SCORE
15 *	1 0
16	1 0

17	I need shoes? (check answer)	1 0
18	a	1 0
19 *	d	1 0
START AGES 11-14	SCORE	
20	g	1 0
21 *	r	1 0
22	t	1 0
23 *	* rain was going to happen? (check answer)	1 0
24 *	q	1 0
START AGES 15-21	SCORE	
25	s	1 0
26 *	t	1 0
27	q	1 0
1-27 Subtotal (Miss. 27)		19

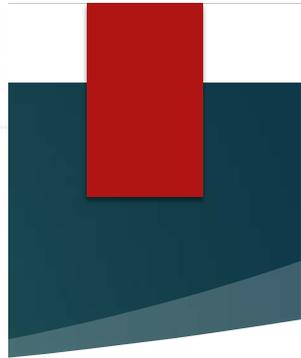
Basal Item

BASAL 13-16

Start Item

CEILING 24-27

Ceiling Item



or a

t 4

basal

# CEILING

- ▶ 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

# PROMPTING

## Acceptable Prompts:

(+): Say: You're close, but can you come up with a better word?

(\*): Say: Try again, using only one word.

(\$): Say: You used a word that I said. Try again choosing a different word.

**CORRECT: Preferred Acceptable – BOTH count as 1point**

**INCORRECT: Counts as 0points**

- ▶ 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

# Alternative Responses

- ▶ 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 CO

## ▶ Sentence Comprehension

- ▶ Stay on most slides for
- ▶ 2 parts for Item 43+

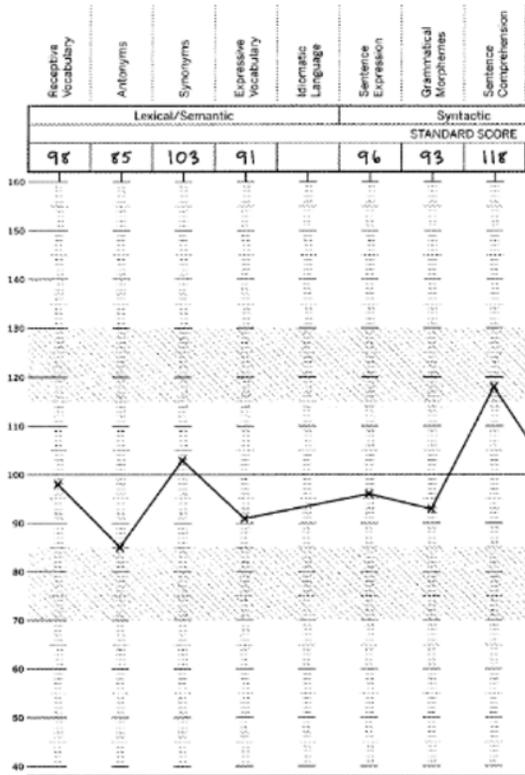
Item #	Say	Correct/Incorrect
43	A The girl was chased by the angry cat. The girl that chased the cat was angry.	No
	B The girl was chased by the angry cat. The cat that chased the girl was angry.	Yes
44	A When the boy gave her a rose, she was happy. When she got the rose from the boy, she was happy.	Yes
	B When the boy gave her a rose, she was happy. The boy was happy to give the girl a rose.	No
45	A The tall boy is John's brother. John's brother is the tall boy.	Yes
	B The tall boy is John's brother. The tall boy, John, is his brother.	No
46	A One of the pictures on the dresser is of my dog. On the dresser are pictures of my dog.	No
	B One of the pictures on the dresser is of my dog. My dog's picture is one of the pictures on my dresser.	Yes

- ▶ 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



# Addition

## STANDARD SCORE PROFILE



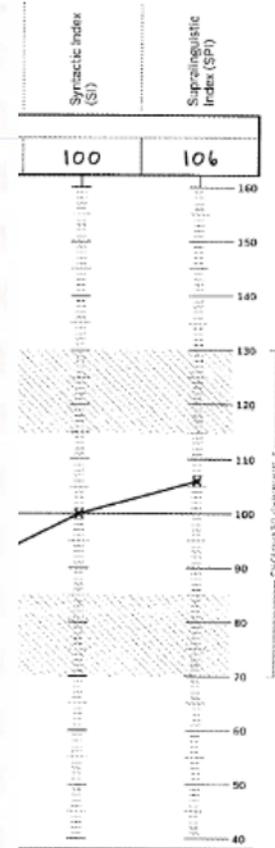
## RECEPTIVE VOCABULARY

## Item Analysis Worksheet

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.

Item	+/-	Skill Measured	Item	+/-	Skill Measured
1.		Noun - house	37.	+	Adjective - fewest
2.		Noun - bus	38.	-	Verb - squatting
3.		Verb - sleeping	39.	+	Noun - conversation
4.		Noun - sun	40.	-	Verb - approaching
5.		Noun - animal	41.	+	Adjective - generous
6.		Adjective - tail	42.	+	Verb - applauding
7.		Adjective - small	43.	-	Verb - assisting
8.		Adjective - red	44.	-	Verb - balancing
9.		Verb - talking	45.	+	Noun - habitat
10.		Adjective - one	46.	-	Noun - left
11.		Adjective - many	47.	+	Noun - quarter
12.		Adjective - big	48.	-	Noun - abdomen
13.		Noun - fruit	49.	+	Adjective - couple
14.		Verb - touch	50.	-	Noun - symmetry
15.		Adjective - round	51.	-	Adjective - amphibious
16.		Verb - riding	52.	-	Noun - companion
17.		Noun - bottom	53.	-	Adjective - catastrophic
18.		Adverb - quietly	54.		Noun - garment
19.		Verb - driving	55.		Verb - traverse
20.		Adjective - tired	56.		Adjective - culinary
21.		Adjective - most	57.		Adjective - concave
22.		Noun - middle	58.		Verb - lops
23.		Adjective - whole	59.		Adjective - maritime
24.		Verb - surrounds	60.		Adjective - perpendicular
25.		Noun - center	61.		Noun - bevy
26.		Noun - pattern	62.		Noun - turret
27.		Adverb - together	63.		Noun - timbre
28.		Adjective - different	64.		Noun - torque
29.		Adjective - last	65.		Noun - bedlam
30.		Noun - globe	66.		Adjective - tenebrous
31.	+	Adjective - less			

## SL-2 INDEXES



# Preferred vs. Acceptable Responses

- ▶ 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

15		<p>Instead of always being inside, Mrs. Sosa also likes to be _____.</p> <p>CORRECT: Out/outside, digging, gardening, planting, Watering            INCORRECT: in her garden(*), alone, helping/helpful, talking</p>
16		<p>After Mrs. Sosa finished planting, she gave the plants fertilizer food and _____.</p> <p>CORRECT: Water, Dirt/soil, nutrients            INCORRECT: drink(+), flowers, fruit, plants, rain, seeds, sunshine, vegetables</p>

# Test forms

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

	Name ▾		
	Forms By Subtest		
<input type="radio"/>	 CASL-2 (10-12).pdf		
	CASL-2 (13-21).pdf		
	CASL-2 (3-4).pdf		
	CASL-2 (5-6).pdf		
	CASL-2 (7-9).pdf		
	CASL-2 Full Form.pdf		
	CASL-2 Item Analysis.pdf		

# 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 vs. Disorder wording discussion

**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*
- *El 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



# References

**CASL-2 WEBSITE:** <https://www.wpspublish.com/store/p/3371/casl-2-comprehensive-assessment-of-spoken-language-second-edition>

**CELF-5 WEBSITE:** <https://www.pearsonclinical.com/language/products/100000705/clinical-evaluation-of-language-fundamentals-fifth-edition-celf-5.html>