The Comprehensive Assessment of Spoken Language (CASL) Template

(Examinee)First M. Last
Assessment/Evaluation Report
The Comprehensive Assessment of Spoken Language (CASL)
(Examiner)First M. Last, (title)
Date of Report: ##/##/####

Description of Assessment
The Comprehensive Assessment of Spoken Language (CASL) is a norm-referenced oral language assessment. It provides a thorough evaluation regarding the processes of comprehension, expression, and retrieval in four language categories: (1) lexical/semantic skills, (2) syntactic knowledge, (3) supralinguistic knowledge, and (4) pragmatic abilities through use of fifteen subtests. Each subtest is designed to measure a different area of oral language and each subsequent subtest increases in complexity. The CASL is designed and used for evaluating children between the ages of 3 and 21 that demonstrate language delays, specifically oral language disorders.

Explanation of Results
The Comprehensive Assessment of Spoken Language was administered to assess the examinee’s comprehension, expression and retrieval in the four language activities as indicated above. A ‘Core Standard’ score was obtained through administration of the core subtests for each of the four language categories. Each subtest is designed to ascertain and determine specific areas of strengths and needs relative to the examinee. A standard score between the ranges 85 and 115 for each subtest are considered “average.”

Results indicate that ______________ earned an overall standard score of ___ with a percentile rank of ____. Standard scores between 85 and 115 are considered average performance. Therefore, ______________’s performance on this test indicates a below average score.

LEXICAL/SEMANTIC

Comprehension of Basic Concepts
This subtest is administered to assess the examinee’s ability to comprehend words relating to basic concepts such as spatial, temporal, and quantitative relationships. The examinee points to a picture corresponding to the orally presented stimuli and all items are presented in picture format, eliminating the need for a verbal response. Successful completion of the task suggests the examinee can identify basic concepts in real-life situations. Low performance on the subtest suggests the examinee does not contain the related word in their lexicon or is an indication the child has not mastered the concept in question.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than __% of his/her same aged peers. These results indicate that ______ has performed in the below average/average/above average range on this subtest.
Synonyms

The synonyms subtest is administered to assess word knowledge through the presentation of similar words. The examinee is required to identify a word of similar meaning in relation to the presented word (stimuli). The ability to recognize synonyms requires a clear understanding pertaining to the meaning of each presented word. The subtest is administered using a multiple choice format and the examinee is required to indicate their response either through verbal repetition of the chosen word or nonverbal indication of their choice via pointing. Successful performance on this task requires knowledge of both word meanings. Below average performance may be an indication that the meaning of one or both words is unknown.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than ____% of his/her same aged peers. These results indicate that ______ has performed in the below average/average/above average range on this subtest.

Antonyms

This subtest was used to assess the examinee’s ability to identify and/or produce a dissimilar word in response to the orally presented word (stimuli). The subtest is designed to assess word knowledge in a decontextualized setting to determine basic vocabulary knowledge. Successful performance on the task requires not only the ability to know the antonym of the presented word, but also the ability to retrieve and produce the antonym.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than ____% of his/her same aged peers. These results indicate that ______ has performed in the below average/average/above average range on this subtest.

Sentence Completion

This subtest is administered to assess the examinee’s ability to retrieve and express the correct word to match the meaning of a spoken sentence. This task requires comprehension of both vocabulary and syntax of the presented sentence. This test is administered by the examiner reading a sentence with a word missing at the end. The examinee is then asked to respond with an appropriate word to complete the sentence correctly. The missing word appearing at the end of the sentence reduces the comprehension as a notable factor in reaching the correct response.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than ____% of his/her same aged peers. These results indicate that ______ has performed in the below average/average/above average range on this subtest.

Idiomatic Language

This test was administered in order to assess expressive knowledge of idioms, which are defined in the CASL as “a group of words that when used together in a particular linguistic or environmental context, have a conventional meaning different from the literal rendering of the individual words.” This test is not designed to measure comprehension of idioms but rather requires the examinee to complete an unfinished idiom presented in context. Poor performance on this subtests is indicative of a lack of knowledge of English idioms.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than ____% of his/her same aged peers.
peers. These results indicate that _______ has performed in the below average/average/above average range on this subtest.

SYNTATIC

Syntax Construction
This subtest was used to assess the examinee’s ability to formulate syntactically correct words, sentences, and phrases elicited from presented black and white pictures. The elicited responses are provided following questions and cloze sentences presented by the examiner. The questions are presented orally. The results of this subtest provide information about the examinee’s ability to accurately express morphosyntactic structures and allows for more in depth analysis of specific types of morphosyntactic errors.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that _______ scored as well or better than __% of his/her same aged peers. These results indicate that _______ has performed in the below average/average/above average range on this subtest.

Paragraph Comprehension
This subtest assesses the examinee’s ability to comprehend syntax from orally presented short stories. The story is read without supplemental pictures. Following the reading, the examinee is asked story questions with supplemental pictures presented in a field of four and is requested to point to the corresponding answer. Each subsequent story increases in syntactic complexity. Difficulty on this task is a likely indication of a problem with comprehension of language structure, but a severe memory problem could also be related to poor performance.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that _______ scored as well or better than __% of his/her same aged peers. These results indicate that _______ has performed in the below average/average/above average range on this subtest.

Grammatical Morphemes
This subtest assesses the examinee’s ability to utilize metalinguistic knowledge pertaining to morphemes and application of morphological rules. Two words are presented as analogies to illustrate the relationship regarding adding morphological markers (e.g., prefixes, suffixes, plurals) and their ability to change the meaning of the word. Following the example, the examinee is required to identify the relationship and apply the rule to the presented word. Pictures are provided for ages 7-10. The words are presented orally. Difficulty on this task can be associated with reasoning problems more so than difficulty with morphemes.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that _______ scored as well or better than __% of his/her same aged peers. These results indicate that _______ has performed in the below average/average/above average range on this subtest.
**Sentence Comprehension**

This subtest assesses the examinee’s ability to comprehend and interpret the meaning between two different sentence formulations; the sentences differ based on syntactic structure and sentence type (e.g., simple, complex, embedded clauses.) The examinee is required to state if the sentence meanings are the same or different by answering “yes” or “no”. Some examinees may be unable to understand sentences in the passive voice in which the subject occurs at the end rather than the beginning to the sentence - this test is designed to assess these abilities. The sentences are presented orally with no supplemental pictures provided.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than __% of his/her same aged peers. These results indicate that ______ has performed in the below average/average/above average range on this subtest.

**Grammaticality Judgment**

This subtest assesses the examinee’s ability to identify grammatically incorrect or correct sentences. Following identification of an incorrect sentence, the examinee is required to fix one word of the sentence without altering the overall sentence meaning. The sentence is provided orally with no supplemental pictures. The ability to judge grammaticality is an important skill not only for spoken language, but especially so for written language abilities.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than __% of his/her same aged peers. These results indicate that ______ has performed in the below average/average/above average range on this subtest.

**SUPRALINGUISTIC**

**Nonliteral Language**

This subtest assesses the examinee’s ability to comprehend and interpret figurative language (e.g., figurative speech, sarcasm) by providing an explanation of the intended meaning in situations in which the literal and intended meanings do not necessarily match. The language forms are presented orally with no supplemental pictures. A below normal score on this subtests suggests inability to recognize nonliteral meanings of language and/or inability to use context clues and word knowledge to aid in interpreting meaning.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than __% of his/her same aged peers. These results indicate that ______ has performed in the below average/average/above average range on this subtest.

**Meaning from Context**

This subtest was included to assess the examinee’s ability to utilize context clues to derive meaning from an unknown word presented in the sentence. Linguistic context found within the stimulus set is required to infer meaning. The sentences were orally presented with no supplemental pictures.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that ______ scored as well or better than __% of his/her same aged peers.
peers. These results indicate that _______ has performed in the below average/average/above average range on this subtest.

**Inference**

This subtest was used to assess the examinee’s ability to integrate appropriate world knowledge with information provided in an orally presented story. The examiner presented incomplete information pertaining to an event included in the story, requiring the examinee to infer meaning.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that _______ scored as well or better than __% of his/her same aged peers. These results indicate that _______ has performed in the below average/average/above average range on this subtest.

**Ambiguous Sentences**

This subtest assesses the examinee’s ability to comprehend, infer, and provide two possible meanings from orally presented ambiguous sentences.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that _______ scored as well or better than __% of his/her same aged peers. These results indicate that _______ has performed in the below average/average/above average range on this subtest.

**PRAGMATIC**

**Pragmatic Judgment**

This subtest was completed to assess the examinee’s ability to utilize appropriate pragmatic language in social situations. Scenarios pertaining to real-life events were orally presented and the appropriateness of language used was assessed during this subtest task.

A standard score of ____ was earned on this subtest corresponding with a percentile rank of ____ indicating that _______ scored as well or better than __% of his/her same aged peers. These results indicate that _______ has performed in the below average/average/above average range on this subtest. Pictures are utilized for ages 3-9.
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<tr>
<th>CASL Test</th>
<th>Raw Score</th>
<th>Core</th>
<th>Supplementary</th>
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<td>Syntac 7-21 Supra 7-12 Supra 13-21 Recep 7-10 Express 7-10</td>
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After interpreting results obtained in the Comprehensive Assessment of Spoken Language, it is determined that __________ demonstrates signs of a mild/moderate/severe receptive/expressive language impairment. __________ received an overall receptive language standard score of ________, placing him/her in the __th percentile, which is slightly/moderately/significantly above/below average. __________ obtained an overall expressive language standard score of ________, placing him/her in the ____th percentile, which is slightly/moderately/significantly above/below average. This score indicates that __________ displays a mild/moderate/severe expressive language impairment. As a result of the discussed results, it is/is not recommended that __________ receive speech and language services in order to increase global language abilities. Due to significantly lower scores in certain areas, the following language aspects should receive increased important when constructing therapeutic goals or objectives: list the areas with the lowest scores here.

**Sensitivity/Specificity**

The CASL examiners manual and norms book did not include sensitivity and specificity statistics. Both can be calculated because the examiners manual includes charts depicting significant differences between the language impaired group and the normative sample. Information is also provided regarding significant differences in all areas between the control group and participants identified as having an intellectual disability, learning disability, emotional disturbance or hearing impairment.

Sensitivity refers to the probability that a test result will be positive when the disease is present: \[= a / (a+b)\]. Specificity refers to the probability that a test result will be negative when the disease is not present: \[= d / (c+d)\]. The variable “a” refers to the number of individuals that
test positive, “b” refers to the number of individuals that test negative in the disordered group. The variable “c” refers to the number of individuals that test positive and the variable “d” refers to the number of individuals that test negative in the non-disordered group.