

Clinical Evaluation of Language Fundamentals®, 5th Edition Metalinguistics (CELF®-5 Metalinguistics) revision of the Test of Language Competence-Extended (TLC-E)

<b>Availability:</b>	Please visit this website for more information about the instrument: <a href="#">Test of Language Competence-Extended</a>
<b>Classification:</b>	<b>Supplemental:</b> Acute Hospitalized, Concussion/Mild TBI, Epidemiology <b>Basic:</b> Moderate/Severe TBI: Rehabilitation Traumatic Brain Injury (TBI)
<b>Short Description of Instrument:</b>	<p>A revision of the Test of Language Competence-Expanded (TLC-E), the Clinical Evaluation of Language Fundamentals®, Fifth Edition Metalinguistics (CELF®-5 Metalinguistics) assessment includes four tests of higher-level language skills.</p> <p>Designed for students aged 9–21 years the CELF®-5 Metalinguistics is used to indentify students who have not acquired the expected levels of metalinguistic ability for their age.</p> <p>The four tests that can be either administered individually or as a battery to obtain information regarding an individual’s language skills include:</p> <ul style="list-style-type: none"> <li>• Making Inferences</li> <li>• Conversation Skills</li> <li>• Multiple Meanings</li> <li>• Figurative Language</li> </ul> <p>Administration time: 45 minutes</p>
<b>Scoring:</b>	Total scaled scores are given for Metalinguistics Profile, Making Inferences, Conversation Skills, Multiple Meanings and Figurative Language. Index scores are given for Total Metalinguistics Index and Meta-Pragmatics and Meta-Semantics Index.

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<b>References:</b>	<p>Wiig, E., and Secord, W. (2014). Clinical Evaluation of Language fundamentals-Fifth Edition Metalinguistics. Pearson Education Inc.: San Antonio, TX. Retrieved 8/10, 2016, from <a href="#">Clinical Evaluation of Language Fundamentals 5th Edition</a>.</p> <p>Wiig, E., and Secord, W. (1989). Test of Language Competence (Expanded) (TLC-E). Pearson Education Inc.: San Antonio, TX. Retrieved 3/6, 2015, from <a href="#">Test of Language Competence-Extended</a>.</p> <p>Dennis, M., &amp; Barnes, M. A. (1990). Knowing the meaning, getting the point, bridging the gap, and carrying the message: aspects of discourse following closed head injury in childhood and adolescence. <i>Brain Lang.</i> 1990;39(3):428–446.</p> <p>Hallett, T. L. Linguistic competence in paediatric closed head injury. <i>Pediatr Rehabil.</i> 1997;1(4):219–228.</p> <p>Towne RL, Entwisle LM. Metaphoric comprehension in adolescents with traumatic brain injury and in adolescents with language learning disability. <i>Lang Speech Hear Ser Sch.</i> 1993;24(4): 100–107.</p>
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