

CASL Test	Age Range	Measures	Basal and Ceiling Rules	Processing Skill	Structure Category	Description	Example
Basic Concepts	Core: 3–4 Supplementary: 5–6	Comprehension of perceptual and conceptual words	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Receptive	Lexical/ Semantic	Examiner reads a sentence aloud while examinee looks at four pictures. Examinee points to the picture or part of the picture that represents the correct response.	Here are some pictures. Point to the little cat.
Antonyms	Core: 5–12 Supplementary: 13–21	Word retrieval and knowledge of opposites	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Retrieval and Expressive	Lexical/ Semantic	Examiner says a stimulus word. Examinee must respond orally with a single word that means the opposite of the stimulus word.	Tell me the opposite of <i>yes</i>. Either <i>yes</i> or ____.
Synonyms	Core: 13–21 Supplementary: 7–12	Recognition of two words that have the same meaning	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Receptive	Lexical/ Semantic	Examiner says a stimulus word and four synonym options, then repeats the stimulus word. The examinee chooses the option that means the same as the stimulus.	The first word is <i>glad</i>. The four words to choose from are <i>hurt, hungry, sleepy, happy</i>. Which word means the same as <i>glad</i>?
Sentence Completion	Supplementary: 3–21	Word retrieval given the context of a spoken sentence	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Retrieval and Expressive	Lexical/ Semantic	Examiner reads the stimulus sentence, which is missing the last word. The examinee must respond with a single word that meaningfully completes the sentence.	In order to start the car, Dad must turn the ____.
Idiomatic Language	Supplementary: 11–21	Oral expression of common idioms	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Expressive	Lexical/ Semantic	Examiner reads the stimulus idiom, which is missing its final part. The examinee must complete the phrase with an acceptable form of the idiom.	Finish what I say: After Kim broke the plate, mother said, “Don’t cry over spilled ____.”

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Syntax Construction	Core: 3–10 Supplementary: 11–21	Grammatically correct oral expression of phrases and sentences	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Expressive	Syntactic	Examiner reads the stimulus item while the examinee looks at a picture. The examinee must respond with a word, phrase, or sentence that is grammatically and semantically appropriate.	Here the boy is standing (examiner points to the standing boy). Here (examiner points to the sitting boy) the boy is _____.
Paragraph Comprehension	Core: 5–10 Supplementary: 3–4 and 11–12	Comprehension of syntactic structures	Basal: Only one incorrect item (score 0) in a paragraph Ceiling: Stop testing when the paragraph total is 0 or 1	Receptive	Syntactic	Examiner reads a stimulus paragraph twice, then reads a series of items relating to the paragraph while the examinee looks at a set of pictures for each item. The examinee must respond by pointing to or giving the number of the correct response.	This story is about a family of four. Besides the mom and the dad, there are two children, a boy and a girl. The boy’s name is Rick, while the girl’s name is Anna. Examiner repeats the story and turns the Test Book page so the examinee can see the pictures of the family. Which one is Anna?
Grammatical Morphemes	Core: 11–12 Supplementary: 7–10 and 13–21	Knowledge and expression of grammatical analogies	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Expressive	Syntactic	The examiner reads one pair of words or phrases that demonstrates an analogy, then reads the first word or phrase of a second pair. The examinee must complete the analogy of the second pair.	Skate is to skated, as talk is to _____.
Sentence Comprehension	Core: 11–12 Supplementary: 13–21	Given syntactically different sentences, recognition of same or different meanings	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Receptive	Syntactic	For each item, examiner reads two pairs of stimulus sentences, one pair at a time. The examinee must determine whether both sentences in each pair mean the same thing.	The boy watched TV after supper. After he had watched TV, the boy ate supper. Do these two things mean the same? Tell me “yes” or “no.”
Grammaticality Judgment	Core: 13–21 Supplementary: 7–12	Judgment of and ability to correct sentence grammar	Basal: 3 consecutive maximum point awards Ceiling: 5 consecutive items without the maximum point award	Expressive	Syntactic	Examiner reads a stimulus sentence that is grammatically either correct or incorrect. The examinee must judge the correctness of the sentence and, if it is incorrect, must correct it by changing only one word.	The boy are happy. Does that sound right? If the examinee responds correctly with “no,” examiner says: Now make it sound right. Change only one word.

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Nonliteral Language	Core: 7–21	Understanding of spoken messages independent of literal interpretation	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Primarily Comprehension with Expression	Supra-linguistic	Examiner reads the stimulus item and the accompanying question. The examinee must answer by explaining the nonliteral meaning of the item.	When 5-year-old Jimmy started pulling his sister’s hair, Dad said, “Jim, you’re not a puppy anymore.” What did he mean?
Meaning from Context	Core: 13–21 Supplementary: 11–12	Derivation of the meaning of words from their linguistic context	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Primarily Comprehension with Expression	Supra-linguistic	Each item contains a very uncommon word. The examiner reads the item and the examinee must explain the meaning of the uncommon word by using context clues.	As they paraded slowly through the extremely narrow streets, the band members were so <i>serried</i> that they could hardly play their instruments next to each other. Explain what <i>serried</i> means.
Inference	Supplementary: 7–17	Use of world knowledge to derive meaning from inferences	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Receptive and Expressive	Supra-linguistic	Examiner describes a situation in which part of the information is omitted, then asks an accompanying question. The examinee must answer the question using world knowledge to infer the missing information.	Before Jim left for work, he put on a heavy woolen coat. What was the weather like?
Ambiguous Sentences	Supplementary: 11–21	Comprehension of words, phrases, and sentences that have more than one meaning	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Primarily Comprehension with Expression	Supra-linguistic	Examiner reads the stimulus item and examinee must respond with two possible meanings for the item.	It is light. Tell me two different meanings for this sentence.
Pragmatic Judgment	Core: 3–21	Knowledge and use of appropriate language	Basal: Score of 1 on 3 consecutive items Ceiling: Score of 0 on 5 consecutive items	Primarily Expression with Comprehension	Pragmatic	Examiner reads a situation that represents some aspect of everyday life that requires communication or a pragmatic judgment on the part of the examinee. The examinee responds with the appropriate thing to say or do in the situation.	Suppose the telephone rings. You pick it up. What do you say?