Technical Information

Evidence of Validity

Sensitivity & Specificity

<table>
<thead>
<tr>
<th>Total Metalinguistics Index, Meta-Pragmatics Index, or Meta-Semantics Index</th>
<th>Standard Score Cut</th>
<th>Sensitivity</th>
<th>Specificity</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1 SD</td>
<td>85</td>
<td>.96</td>
<td>.78</td>
</tr>
<tr>
<td>-1.5 SD</td>
<td>77</td>
<td>.74</td>
<td>.93</td>
</tr>
<tr>
<td>-2 SD</td>
<td>70</td>
<td>.31</td>
<td>.96</td>
</tr>
</tbody>
</table>

Evidence of Reliability

Internal Consistency

Index Scores: .82–.96

Test Retest Stability

Total Metalinguistics Index: .86
Meta-Pragmatics Index: .69
Meta-Semantics Index: .88

Inter Scorer Agreement

Making Inferences: .95
Conversation Skills: .90
Multiple Meanings: .95
Figurative Language: .95

Clinical Groups

Language Disorder
Differences significant at <.01

English as a Second Language

Autism Spectrum Disorder

Demographic Information

800 students ages 9–21 in the normative sample

Race

- White: 56.3%
- Hispanic: 19.4%
- African American: 16%
- Asian: 3.1%
- Other: 5.2%

Parent Education

- <12 years of high school: 4.6%
- High School or GED: 24.2%
- 1–3 years of college or technical school: 11.5%
- 4 or more years of college: 34.3%
- 30%

Sample by Region

- Midwest: 24.5%
- Northeast: 17.4%
- West: 23.1%
- South: 35%