

The title

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Abstract

15

16 One or two sentences providing a **basic introduction** to the field, comprehensible to a
17 scientist in any discipline. Two to three sentences of **more detailed background**,
18 comprehensible to scientists in related disciplines. One sentence clearly stating the **general**
19 **problem** being addressed by this particular study. One sentence summarizing the main
20 result (with the words “**here we show**” or their equivalent). Two or three sentences
21 explaining what the **main result** reveals in direct comparison to what was thought to be
22 the case previously, or how the main result adds to previous knowledge. One or two
23 sentences to put the results into a more **general context**. Two or three sentences to
24 provide a **broader perspective**, readily comprehensible to a scientist in any discipline.

25

Keywords: keywords

26

Word count: X

The title

Methods

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Participants

(to paste from google doc) Mention the bilinguals and multilinguals

Material

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Procedure

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Data analysis

Results

Psychometric properties of the two CAT-CDIs

Our first aim was to examine whether CAT-CDIs in American English and Polish demonstrate comparable psychometric properties. To that end, we revisit the psychometric properties reported for the American English CAT-CDI (word production) in Kachergis et al. (2022) and compare those to the data from Polish CAT-CDI (Words and Sentences).

We found similarly strong correlations in the two languages between the abilities estimated from CDI-CAT and full CDI scores (American English and Polish: $r = .86$), the abilities estimated from the CDI-CAT and abilities estimated from full CDI (American

Table 1
American English: Correlations between ability estimated by CAT-CDI and ability estimated from full CDI by children’s age

	[15,18)	[18,21)	[21,24)	[24,27)	[27,30)	[30,33)	[33,36]
r ability CAT vs full CDI	0.95	0.85	0.82	0.83	0.59	0.84	0.86
N	26	22	26	30	28	24	48

English and Polish: $r = .92$), and the abilities estimated from the full CDI and the full CDI scores (American English: $r = .95$, Polish: $r = 0.94$). The abilities estimated from the CDI-CAT and the full CDI scores were also strongly correlated within individual age groups (see Table 2).

The Polish validation study included 28 data from bi- and multilingual families. Though it is a small group, we decided to explore their correlation coefficients (non-parametric Spearman’s rho) and found these were similar to those found for Polish monolingual children (see Table X in Supplementary Materials).

Discussion

Table 2

Polish: Correlations between ability estimated by CAT-CDI and ability estimated from full CDI by children’s age

	[18,21)	[21,24)	[24,27)	[27,30)	[30,33)	[33,36]
r ability CAT vs full CDI	0.8	0.94	0.91	0.89	0.95	NA
N	29	22	16	23	22	1

References

Aust, F., & Barth, M. (2024). *papaja: Prepare reproducible APA journal articles with R Markdown*. <https://doi.org/10.32614/CRAN.package.papaja>

Barth, M. (2023). *tinylabels: Lightweight variable labels*. Retrieved from <https://cran.r-project.org/package=tinylabels>

R Core Team. (2025). *R: A language and environment for statistical computing*. Vienna, Austria: R Foundation for Statistical Computing. Retrieved from <https://www.R-project.org/>

R (Version 4.4.3; R Core Team, 2025) and the R-packages *papaja* (Version 0.1.3; Aust & Barth, 2024) and *tinylabels* (Version 0.2.5; Barth, 2023)

Table 3

Supplementary Material: Table S1 - Spearman's correlations for monolingual and multilingual children in the Polish dataset

lang_group	r	n	correlation
monolingual	0.92	85	Ability from CDI-CAT ~ full CDI score
multilingual	0.90	28	Ability from CDI-CAT ~ full CDI score
monolingual	0.92	85	Ability from CDI-CAT ~ ability from full CDI
multilingual	0.90	28	Ability from CDI-CAT ~ ability from full CDI
monolingual	1.00	85	Ability from full CDI ~ full CDI score
multilingual	1.00	28	Ability from full CDI ~ full CDI score