

Rice Wexler

Test of Early Grammatical Impairment™

Name _____ Gender _____

School _____ Grade _____

Classroom Teacher _____

Examiner _____

Summary Scores

Phonological Probe	☐ Pass	☐ Fail
	Probe Score	Criterion Score
	At/Above Criterion	Below Criterion
Third Person Singular		
Past Tense		
Be/Do (Be)		
Be/Do (Do)		
Sum of Probe Scores	4	
Elicited Grammar Composite		

Supplemental Probe

Grammaticality Judgment	A' Score	Criterion Score	At/Above Criterion	Below Criterion
Dropped Marker				
Agreement				
Dropped -ing				

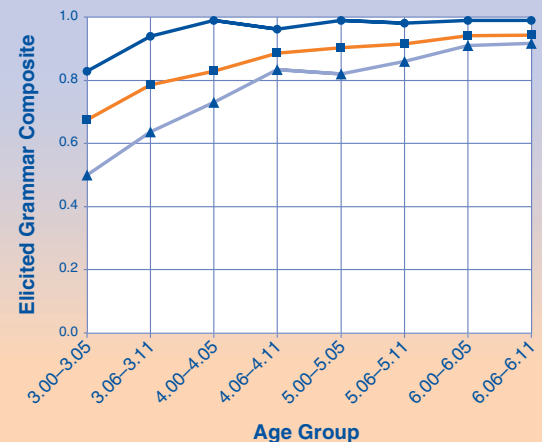
Screening Test

	Probe Score	Criterion Score	At/Above Criterion	Below Criterion
Third Person Singular				
Past Tense				
Sum of Screening Probe Scores	2			
Screening Test Score				

RECORD FORM

	Year	Month	Day
Date of Assessment			
Date of Birth			
Chronological Age			

Elicited Grammar Composite



▲ 25th Percentile ■ Mean ● 75th Percentile

Notes/Comments

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Phonological Probe

Materials: *Stimulus Manual*; *Examiner's Manual* for complete administration and scoring directions.

Directions: Say, "I am going to show you some pictures and ask you to name some things." Show the child each picture and ask "What is this?" or present the prompt below the item to elicit the response. If the child does not know the target word, model the word and ask the child to repeat it.

Recording Responses/Scoring: Record responses *verbatim* and/or score immediately. Score each item and complete the Phonological Probe Summary according to the directions in Chapter 2 of the *Examiner's Manual*.

/s/

1. horse _____ 1 0 NR
2. bus _____ 1 0 NR
3. dress _____ 1 0 NR
4. mouse _____ 1 0 NR
5. house _____ 1 0 NR

Total Score Final /s/:

/z/

11. nose _____ 1 0 NR
(Point to the nose and ask, "What is this?")
12. cheese _____ 1 0 NR
13. squeeze _____ 1 0 NR
(Say, "Here is some toothpaste. What do you do to the tube to make the toothpaste come out?")
14. hose _____ 1 0 NR
(Point to the hose and ask, "What is this?")
15. noise _____ 1 0 NR
(Say, "The boy is banging on the pots. He is making too much _____.")

Total Score Final /z/:

/t/

6. foot _____ 1 0 NR
7. white _____ 1 0 NR
(Point to the white paint and ask, "What color is this?")
8. hat _____ 1 0 NR
9. kite _____ 1 0 NR
10. boat _____ 1 0 NR

Total Score Final /t/:

/d/

16. read _____ 1 0 NR
(Point to the boy and say, "This boy is going to _____.")
17. bed _____ 1 0 NR
18. dad _____ 1 0 NR
(Point as appropriate and say, "Here is the mom and here is the _____.")
19. red _____ 1 0 NR
(Point to the red paint and ask, "What color is this?")
20. road _____ 1 0 NR

Total Score Final /d/:

**Phonological
Probe
Summary**

	Total Score	Pass / Fail			Total Score	Pass / Fail	
		(4-5)	(0-3)			(4-5)	(0-3)
Final /s/:		☐	☐	Final /z/:		☐	☐
Final /t/:		☐	☐	Final /d/:		☐	☐

**Phonological
Probe Result**

☐ Pass ☐ Fail

Third Person Singular Probe

Materials: *Stimulus Manual*; *Examiner's Manual* for complete administration and scoring directions.

Directions: Say, “I am going to show you some pictures and ask you to tell me what each person does. Let’s try one.” (Show the picture of the teacher.) “Here is a teacher. Tell me what a teacher does.” If the child does not provide a complete response or the targeted response, say, “A teacher teaches. Now you say it,” and have the child repeat the response. (Provide the correct response only for the practice item.) Proceed to each test item.

Recording Responses/Scoring: Record responses *verbatim* in the space provided. If you provide the alternate prompt, include the subject as part of the child’s response. Score each item and complete the Third Person Singular Probe Summary according to the directions in Chapter 2 of the *Examiner’s Manual*.

		Structure Attempted		Structure Not Attempted	
		Correct	Incorrect	Unscorable	No Response
Practice	Teacher	☐	☐	☐	☐
1.	Dentist	☐	☐	☐	☐
2.	Police Officer	☐	☐	☐	☐
3.	Firefighter	☐	☐	☐	☐
4.	Pilot	☐	☐	☐	☐
5.	Painter	☐	☐	☐	☐
6.	Baseball Player	☐	☐	☐	☐
7.	Nurse	☐	☐	☐	☐
8.	Astronaut	☐	☐	☐	☐
9.	Dad	☐	☐	☐	☐
10.	Dancer	☐	☐	☐	☐
Total Score		A	B	U	NR

Third Person Singular Probe Score

%

Third Person Singular Probe Summary

A / Sum of A+B

/

=

Directions: Say, “I have two pictures. I will describe the first one and you tell me about the second one. Let’s try one.” (*Point to raking picture.*) “Here the boy is raking. (*Point to raked picture.*) Now he is done. Tell me what he did.” Wait for the child’s response.*

Tell me what she did.” Wait for child’s response then proceed to each test item.*

Recording Responses/Scoring: Record responses *verbatim* in the space provided. If you provide the alternate prompt, include the subject that you provided as part of the child's response. Score each item and complete the Past Tense Probe Summary according to the directions in Chapter 2 of the *Examiner's Manual*.

Alternate Prompt: “Here the boy/girl is _____. Now he/she is done. Tell me what he/she did. He/She...”

[illegible]

11. picked

12. dug

13. planted

14. *ate*

15. *blew*

16. tied

17. lifted

18. gave

[illegible]

Total Score

	A	B	C	D	E	U	NR
1							
2							
3							
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80							
81					</		

Past Tense Probe Score

%

11

Past Tense Probe Summary

Past Tense Supplemental Scoring

Regular
Past Tense

$\frac{A}{A+B}$

Sum of
 $A+B$

%

Irregular Past Tense

$$\frac{C}{C + D + E} = \%$$

Sum of

Irregular Past Finite	Sum of $(C + D)$	Sum of $(C + D + E)$	%

Be/Do Probe

Materials: *Examiner's Manual* for complete administration and scoring directions; age-appropriate toys from your *Test Kit*.

For children 3.00–5.11: rabbit puppet, 3 stuffed bears, stuffed cat, “blanket” (yellow cloth), juice carton, milk carton, plastic glass, hamburger, and apple. You also will need to provide a box of tissues to use during the probe.

For children 6.00–8.11: googly-eyed puppet, 3 moon guys, stuffed bug, “blanket” (yellow cloth), juice carton, milk carton, plastic glass, hamburger, and apple. You also will need to provide a box of tissues to use during the probe.

Directions: Present the probe following the script below.

Recording Responses: Record all responses *verbatim* in the blank provided. Directions for recording verbatim responses are included in Chapter 2 of the *Examiner's Manual*. Score each item and complete the Be/Do Probe Summary according to the directions in Chapter 2 of the *Examiner's Manual*.

For children ages 3.00–5.11

Examiner: We're going to play a game. In this game, we have three bears, one kitty, and a puppet. We can't talk to the bears or the kitty because we can't understand them. We can't understand animals, and they can't understand us either. But we have a special puppet who can talk to us and who can also talk to the animals. We can understand the puppet, so we can talk to him and ask him questions. See, I'll ask him a question, (*direct question at puppet*) “Can you jump up and down?” (*Respond as puppet.*) “Yes, see?” (*Puppet jumps up and down.*)

Examiner: Now you ask a question. Ask the puppet if he can sing.

Practice Target Item: *Can you sing?*

T1. _____

(*Respond as puppet.*) Uh huh, lalalalalalala.

Examiner: See, we can talk to him and he'll answer our questions. So if we want to know things about the kitty or the bears, we have to ask the puppet. He'll find out the answers for us because he can talk to the animals. Do you understand? Okay, let's start our game with the kitty and the bears.

For children ages 6.00–8.11

Examiner: We're going to play a game. In this game, we have three moon guys, one bug, and a puppet. We can't talk to the moon guys or the bug because we can't understand them. We can't understand moon guys or bugs, and they can't understand us either. But we have a special puppet who can talk to us and who can also talk to them. We can understand the puppet, so we can talk to him and ask him questions. See, I'll ask him a question, (*direct question at puppet*) “Can you jump up and down?” (*Respond as puppet.*) “Yes, see?” (*Puppet jumps up and down.*)

Examiner: Now you ask a question. Ask the puppet if he can sing.

Practice Target Item: *Can you sing?*

T1. _____

(*Respond as puppet.*) Uh huh, lalalalalalala.

Examiner: See, we can talk to him and he'll answer our questions. So if we want to know things about the bug or the moon guys, we have to ask the puppet. He'll find out the answers for us because he can talk to the moon guys and the bug. Do you understand? Okay, let's start our game with the bug and the moon guys.

For children ages 3.00–5.11

Examiner: **I'll check.** (*Puppet whispers to kitty.*) **No, I wonder if she's crying. You ask.** [AP: Ask the puppet if the kitty's crying.]

Target: *Is the kitty (she/he) crying?*

6. _____

Examiner: **I'll find out.** (*Puppet whispers to kitty.*) **Uh huh.**

Hmm, I wonder if the kitty's hurt. You find out. (Ask the puppet.) [AP: Ask the puppet if the kitty's hurt.]

Target: *Is the kitty (she/he) hurt?*

7. _____

Examiner: **Let me see.** (*Puppet whispers to kitty.*) **Uh huh,**

and I wonder if the bears are hurt. You ask the puppet.

[AP: Ask the puppet if the bears are hurt.]

Target: *Are the bears (they) hurt?*

8. _____

Examiner: **I'll check.** (*Puppet whispers to bears.*) **Yes, I wonder**

if they need a tissue. You ask the puppet. [AP: Ask the puppet if the bears need a tissue.]

Target: *Do the bears (they) need a tissue?*

9. _____

Examiner: **Let me see.** (*Puppet whispers to bears.*) **Yes,**

please. (*Hand the child a tissue.*) **You can wipe their eyes.**

(*Allow the child to wipe their eyes.*) **And I wonder if the kitty**

needs a tissue. You ask the puppet if the kitty needs

a tissue.

Target: *Does the kitty (she/he) need a tissue?*

10. _____

Examiner: **I'll find out.** (*Puppet whispers to kitty.*) **Yes, please.**

(*Hand the child another tissue or use the same one.*) **You can**

wipe the kitty's eyes, too. Oh, thank you. Hmm, well I

think it's time to get these animals up from their naps.

(*Take off the blanket.*) **I wonder if the bears are thirsty after**

their nap. You ask the puppet. [AP: Ask the puppet if the bears

are thirsty.]

Target: *Are the bears (they) thirsty?*

11. _____

For children ages 6.00–8.11

Examiner: **I'll check.** (*Puppet whispers to bug.*) **No, I wonder if he's crying. You ask.** [AP: Ask the puppet if the bug's crying.]

Target: *Is the bug (she/he) crying?*

6. _____

Examiner: **I'll find out.** (*Puppet whispers to bug.*) **Uh huh.**

Hmm, I wonder if the bug's hurt. You find out. (Ask the puppet.) [AP: Ask the puppet if the bug's hurt.]

Target: *Is the bug (she/he) hurt?*

7. _____

Examiner: **Let me see.** (*Puppet whispers to bug.*) **Uh huh, and**

I wonder if the moon guys are hurt. You ask the puppet.

[AP: Ask the puppet if the moon guys are hurt.]

Target: *Are the moon guys (they) hurt?*

8. _____

Examiner: **I'll check.** (*Puppet whispers to moon guys.*) **Yes,**

I wonder if they need a tissue. You ask the puppet.

[AP: Ask the puppet if the moon guys need a tissue.]

Target: *Do the moon guys (they) need a tissue?*

9. _____

Examiner: **Let me see.** (*Puppet whispers to moon guys.*)

Yes, please. (*Hand the child a tissue.*) **You can wipe their**

eyes. (*Allow the child wipe their eyes.*) **And I wonder if the**

bug needs a tissue. You ask the puppet if the bug needs

a tissue.

Target: *Does the bug (she/he) need a tissue?*

10. _____

Examiner: **I'll find out.** (*Puppet whispers to bug.*) **Yes, please.**

(*Hand the child another tissue or use the same one.*) **You can**

wipe the bug's eyes, too. Oh, thank you. Hmm, well I think

it's time to get these animals up from their naps. (*Take*

off the blanket.) **I wonder if the moon guys are thirsty after**

their nap. You ask the puppet. [AP: Ask the puppet if the moon

guys are thirsty.]

Target: *Are the moon guys (they) thirsty?*

11. _____

For children ages 3.00–5.11

Examiner: Let me check. *(Puppet whispers to kitty.)* Yes, please, just a little. Okay, give the kitty a little bit more. *(Kitty makes drinking noises.)* And I wonder if the bears want some more juice. You find out. [AP: Ask the puppet if the bears want more juice.]

Target: *Do the bears (they) want some more juice?*

17.

Examiner: I'll check. (*Puppet whispers to bears.*) **Oh, yes please.** Okay, give them some more juice. (*Bears make drinking noises.*) Hmm, I wonder if those bears are hungry, too. **You find out.** [AP: Ask the puppet if the bears are hungry.]

Target: Are the bears (they) hungry?

18.

Examiner: I'll ask. (Puppet whispers to bears.) Uh huh, very, very hungry. (Bring out the apple and hamburger.) Maybe they like apples. You find out. [AP: Ask the puppet if the bears like apples.]

Target: Do the bears (they) like apples?

19.

Examiner: Let me see. (*Puppet whispers to bears.*) Uh huh, they love apples. Give them some apple. (*Bears make eating noises.*) And I wonder about the kitty. Ask the puppet if the kitty's hungry.

Target: *Is the kitty (she/he) hungry?*

20.

Examiner: I'll ask. (*Puppet whispers to kitty.*) **Yes.** Hmm, maybe the kitty likes corn. You find out if the kitty likes corn. Ask the puppet. [AP: Ask the puppet if the kitty likes corn.]

Target: Does the kitty (she/he) like corn?

21.

For children ages 6.00–8.11

Examiner: Let me check. *(Puppet whispers to bug.)* Yes, please, just a little. Okay, give the bug a little bit more. *(Bug makes drinking noises.)* And I wonder if the moon guys want some more juice. You find out. [AP: Ask the puppet if the moon guys want more juice.]

Target: *Do the moon guys (they) want some more juice?*

17.

Examiner: I'll check. (*Puppet whispers to moon guys.*) Oh, yes, please. Okay, give them some more juice. (*Moon guys make drinking noises.*) Hmm, I wonder if those moon guys are hungry, too. You find out. [AP: Ask the puppet if the moon guys are hungry.]

Target: Are the moon guys (they) hungry?

18.

Examiner: I'll ask. (*Puppet whispers to moon guys.*) **Uh huh, very, very hungry. (Bring out the apple and hamburger.) Maybe they like apples. You find out.** [AP: Ask the puppet if the moon guys like apples.]

Target: Do the moon guys (they) like apples?

19.

Examiner. Let me see. (*Puppet whispers to moon guys.*) **Uh huh, they love apples. Give them some apple.** (*Moon guys make eating noises.*) **And I wonder about the bug. Ask the puppet if the bug's hungry.**

Target: Is the bug (she/he) hungry?

20.

Examiner: I'll ask. (*Puppet whispers to bug.*) **Yes. Hmm, maybe the bug likes corn. You find out if the bug likes corn. Ask the puppet.** [AP: Ask the puppet if the bug likes corn.]

Target: Does the bug (she/he) like corn?

21.

[illegible]

Examiner: I'll ask. (*Puppet whispers to kitty.*) **No. Hmm, well, maybe a hamburger. You ask the puppet if the kitty likes hamburgers.**

Target: *Does the kitty (she/he) like hamburgers?*

22. _____

Examiner: **Let me ask. (*Puppet whispers to kitty.*) Oh, yes, hamburger, yum. Okay, give her a hamburger. (*Kitty makes eating noises.*) Oh, thank you. Well, I wonder if the bears are feeling better now. You ask.** [AP: Ask the puppet if the bears are feeling better.]

Target: *Are the bears (they) feeling better?*

23. _____

Examiner: **Let me see. (*Puppet whispers to bears.*) Uh huh, much better. Oh, good, I think everybody feels better.** (Set aside puppet for remainder of the task.)

Examiner: **Now let's play with these animals for a few more minutes. I want you to tell me some things about them, okay? (*Examiner feels/pets the kitty.*) Oh, the kitty's soft. Tell me about the bears.** [AP: The kitty's soft. What about the bears?]

Target: *The bears (they) are _____.*

24. _____

Examiner: **Hmm, really _____. Now look at them. (*Make munching noises.*) Why are the bears eating so much?** [AP: The kitty's hungry. What about the bears?]

Target: *The bears (they) are hungry.*

25. _____

Examiner: **And what about the kitty? Why is the kitty eating so much?** [AP: What about the kitty?]

Target: *The kitty (she/he) is hungry.*

26. _____

Examiner: I'll ask. (*Puppet whispers to bug.*) **No. Hmm, well maybe a hamburger. You ask the puppet if the bug likes hamburgers.**

Target: *Does the bug (she/he) like hamburgers?*

22. _____

Examiner: **Let me ask. (*Puppet whispers to bug.*) Oh, yes, hamburger, yum. Okay, give him a hamburger. (*Bug makes eating noises.*) Oh, thank you. Well, I wonder if the moon guys are feeling better now. You ask.** [AP: Ask the puppet if the moon guys are feeling better.]

Target: *Are the moon guys (they) feeling better?*

23. _____

Examiner: **Let me see. (*Puppet whispers to kitty.*) Uh huh, much better. Oh, good, I think everybody feels better.** (Set aside puppet for remainder of the task.)

Examiner: **Now let's play with the bug and the moon guys for a few more minutes. I want you to tell me some things about them, okay? (*Examiner feels/pets the bug.*) Oh, the bug's soft. Tell me about the moon guys.** [AP: The bug's soft. What about the moon guys?]

Target: *The moon guys (they) are _____.*

24. _____

Examiner: **Hmm, really _____. Now look at them. (*Make munching noises.*) Why are the moon guys eating so much?** [AP: The bug's hungry. What about the moon guys?]

Target: *The moon guys (they) are hungry.*

25. _____

Examiner: **And what about the bug? Why is the bug eating so much?** [AP: What about the bug?]

Target: *The bug (she/he) is hungry.*

26. _____

A	B	C	D	E	F	G	H	I	J	Subtotal Items 17-26 BE	DO U NR
Correct (# Items With Score of 1) Attempts (# Items With 0 or 1 Score)											

For children ages 3.00–5.11									
BE Copulas			BE Auxiliaries			DO		Other	
Questions	Statements		Questions	Statements		Questions		Unscorable	No Response
	Singular	Plural		Singular	Plural	Singular	Plural		
Examiner: Oh, look, snack time's over. <i>(Make bears jump up and down.)</i> Boing, boing, boing. What's going on with these bears? [AP: Tell me what's happening.] Target: The bears (they) are jumping. 27. _____ Examiner: So the bears are jumping. <i>(Make kitty jump up and down.)</i> Boing, boing, boing. Tell me about the kitty. [AP: The bears are jumping. What about the kitty?] Target: The kitty (she/he) is jumping. 28. _____ Examiner: (The kitty continues jumping.) Oh, the kitty's having fun. <i>(The bears continue jumping.)</i> What about the bears? [AP: The kitty's having fun. What about the bears?] Target: The bears (they) are having fun. 29. _____ Examiner: Oh, now the bears are tired. Phew. What about the kitty? [AP: The bears are tired. What about the kitty?] Target: The kitty (she/he) is tired. 30. _____ Examiner: Okay, so now what? <i>(Lay the kitty down and make soft snoring noises.)</i> What's going on with this kitty? Tell me what's happening. Target: The kitty (she/he) is taking a nap. 31. _____ Examiner: So the kitty's taking a nap. <i>(Lay the bears down and make soft snoring noises.)</i> What about the bears? [AP: The kitty's taking a nap. What about the bears?] Target: The bears (they) are taking a nap. 32. _____									
Examiner: Oh, look, snack time's over. <i>(Make moon guys jump up and down.)</i> Boing, boing, boing. What's going on with these moon guys? [AP: Tell me what's happening.] Target: The moon guys (they) are jumping. 27. _____ Examiner: So the moon guys are jumping. <i>(Make bug jump up and down.)</i> Boing, boing, boing. Tell me about the bug. [AP: The moon guys are jumping. What about the bug?] Target: The bug (she/he) is jumping. 28. _____ Examiner: (The bug continues jumping.) Oh, the bug's having fun. <i>(The moon guys continue jumping.)</i> What about the moon guys? [AP: The bug's having fun. What about the moon guys?] Target: The moon guys (they) are having fun. 29. _____ Examiner: Oh, now the moon guys are tired. Phew. What about the bug? [AP: The moon guys are tired. What about the bug?] Target: The bug (she/he) is tired. 30. _____ Examiner: Okay, so now what? <i>(Lay the bug down and make soft snoring noises.)</i> What's going on with this bug? Tell me what's happening. Target: The bug (she/he) is taking a nap. 31. _____ Examiner: So the bug's taking a nap. <i>(Lay the moon guys down and make soft snoring noises.)</i> What about the moon guys? [AP: The bug's taking a nap. What about the moon guys?] Target: The moon guys (they) are taking a nap. 32. _____									

For children ages 3.00–5.11

For children ages 6.00–8.11

Examiner: **Yes, and what's going on with them?** *(Make loud snoring noises.)* **What's happening with these bears?**
Target: *The bears (they) are snoring.*

33. _____

Examiner: **Yes, they're loud. So the bears are loud. What about the kitty?** *(Make loud snoring noises.)*
Target: *The kitty (she/he) is loud.*

34. _____

Examiner: **Uh huh. Well I think it's time to wake up the kitty and the bears. Okay, now what's happening?** *(Make kitty kiss the bears with kissing noises.)* **Tell me what's happening with the kitty.**
Target: *The kitty (she/he) is kissing the bears.*

35. _____

Examiner: **The kitty likes the bears. So the kitty's happy. What about the bears?** *[AP: The kitty's happy. What about the bears?]*
Target: *The bears (they) are happy.*

36. _____

Examiner: **Okay, good job. It's time to put away the kitty and the bears now.**

Examiner: **Yes, and what's going on with them?** *(Make loud snoring noises.)* **What's happening with these moon guys?**
Target: *The moon guys (they) are snoring.*

33. _____

Examiner: **Yes, they're loud. So the moon guys are loud. What about the bug?** *(Make loud snoring noises.)*
Target: *The bug (she/he) is loud.*

34. _____

Examiner: **Uh huh. Well I think it's time to wake up the bug and the moon guys. Okay, now what's happening?** *(Make bug kiss the moon guys with kissing noises.)* **Tell me what's happening with the bug.**
Target: *The bug (she/he) is kissing the moon guys.*

35. _____

Examiner: **The bug likes the moon guys. So the bug's happy. What about the moon guys?** *[AP: The bug's happy. What about the moon guys?]*
Target: *The moon guys (they) are happy.*

36. _____

Examiner: **Okay, good job. It's time to put away the bug and the moon guys now.**

A B C D E F G H I J

Correct (# Items With Score of 1)

Attempts (# Items With 0 or 1 Score)

Subtotal Items 27–36

BE

D0

U

NR

Item Subtotals				
	BE	D0	U	NR
Subtotal Items 1–5				
Subtotal Items 6–16				
Subtotal Items 17–26				
Subtotal Items 27–36				
Total Correct/ Total Attempts				

BE Score %

DO Score %

BE Total Correct **BE Total Attempts**

DO Total Correct **DO Total Attempts**

BE Copulas			BE Auxiliaries			DO		Other			
Questions	Statements		Questions		Statements		Questions		Unscorable		
	Singular	Plural	Singular	Plural	Singular	Plural	Singular	Plural			
A	B	C	D	E	F	G	H	I	J	K	L
Items 1–5											
Items 6–16											
Items 17–26											
Items 27–36											
Totals											
% Score											

Grammaticality Judgment Probe

Supplemental Probe (for children ages 4.00–8.11)

Materials: 2 “robots” (moon guys from Be/Do probe), the brown and white stuffed bears, 3 plastic forks, 2 plastic spoons, plastic glass, juice carton, milk carton, plastic hamburger. You also will need to provide a box about the size of a shoebox.

Directions: Present the probe following the script below. See Chapter 2 of the *Examiner’s Manual* for complete administration and scoring directions.

Recording Responses: Circle the code R, NSG, U or NR to indicate the child’s response. Score each item and complete the Grammaticality Judgment Summary according to the directions in Chapter 2 of the *Examiner’s Manual*.

Introduction (Training Phase):

Examiner: “We are going to play a listening game with two robots. This one is Zee. (Manipulate robot so that it appears to be talking to the child) ‘Hi child’s name.’ And this one is Bo. (Manipulate robot so that it appears to be talking to the child.) ‘Hi child’s name.’ They are learning to speak English, but they don’t always know exactly how to say things. Sometimes they aren’t quite right about the little parts of English. Let me show you what I mean. . . .” Continue with first training item.

Training Items

Child’s Judgment

(Place two forks in front of “Bo” robot.)
T1. Bo says: “These are two fork.”
Did he say that right?

R NSG U NR

If child says NO, say: “That’s correct. He said ‘These are two fork’ instead of ‘These are two forks.’ Two forks is right, but two fork is not so good. Let’s try another one.” (Continue with training item 2 [T2].)

If child says YES, say: “That doesn’t sound right to me. I would say ‘These are two forks.’ See what I mean? Two forks, not two fork. Now let’s try another one.” (Continue with training item 2 [T2].)

(Place two bears in front of the robots.)
T2. Zee says: “I found two bears.”
Did he say that right or not so good?

R NSG U NR

(Place three forks in front of the robots.)
T3. Bo says: “These are three forks.”
Did he say . . .

R NSG U NR

(Place two spoons in front of the robots.)
T4. Zee says: “These are two spoon.”

R NSG U NR

(Place two bears in front of the robots.)
T5. Zee says: “Bo found two bear.”

R NSG U NR

(Place two spoons in front of the robots.)
T6. Bo says: “Zee found two spoon.”

R NSG U NR

(Place the bear in a sitting position in front of the robots.)
T7. Zee says: “The bear is sit.”

R NSG U NR

(Place the robots so they face each other.)
T8. Bo says: “Zee is looking at me.”

R NSG U NR

(Make the bear jump up and down.)
T9. Zee says: “The bear is jump.”

R NSG U NR

(Make Zee jump up and down.)
T10. Bo says: “Zee is jumping.”

R NSG U NR

(Put away the white bear, the forks and the spoons.)

Examiner: Now we're going to try some more. Remember, sometimes the robots say things right and remember all the little parts of English and sometimes they say things not so good. Sometimes they forget to say all the little parts. Once upon a time, there were two robots who came down to earth and landed in a forest . . .

	Child's Judgment				Scoring		
					Dropped Marker	Agreement	Dropped -ing
(Make the bear hide behind the box and peek around the corner.)							
1. Zee says: "He is hiding."	R	NSG	U	NR	1.		
Bo says: "Where is he hiding?"							
2. Zee says: "He behind the box."	R	NSG	U	NR	2.		
(Make the bear come out from behind the box.)							
3. Bo says: "Wow, he looks big."	R	NSG	U	NR	3.		
4. Zee says: "And he furry."	R	NSG	U	NR	4.		
5. Bo says: "He brown."	R	NSG	U	NR	5.		
6. Zee says: "He is a bear."	R	NSG	U	NR	6.		
(Move the bear as though he were looking for something.)							
7. Bo says: "The bear is look for something."	R	NSG	U	NR	7.		
(Move the bear as though he was making a noise, but make none.)							
Zee says: "Is he noisy?"							
8. Bo says: "No, he is quiet."	R	NSG	U	NR	8.		
(Make the bear growl.)							
9. Bo says: "Now he is growling."	R	NSG	U	NR	9.		
10. Zee says: "He are mad."	R	NSG	U	NR	10.		
(Make the bear run away, back toward the box.)							
11. Bo says: "He running away."	R	NSG	U	NR	11.		
(Make the bear come back to the robots.)							
12. Zee says: "He am coming back."	R	NSG	U	NR	12.		
13. Bo says: "Maybe he hungry."	R	NSG	U	NR	13.		
Zee says: "What does he eat?"							
14. Bo says: "He eat hamburger."	R	NSG	U	NR	14.		
15. Zee says: "I likes hamburger too."	R	NSG	U	NR	15.		
(Feed the bear the hamburger and make eating noises.)							
16. Bo says: "He is eating all of it."	R	NSG	U	NR	16.		
17. Bo says: "Now the bear want a drink."	R	NSG	U	NR	17.		
Zee says: "What does he drink?"							
18. Bo says: "Maybe he drinks milk."	R	NSG	U	NR	18.		
Subtotals (Items 1-18)					A		
					B		
						Dropped Marker	Dropped -ing
						Agreement	

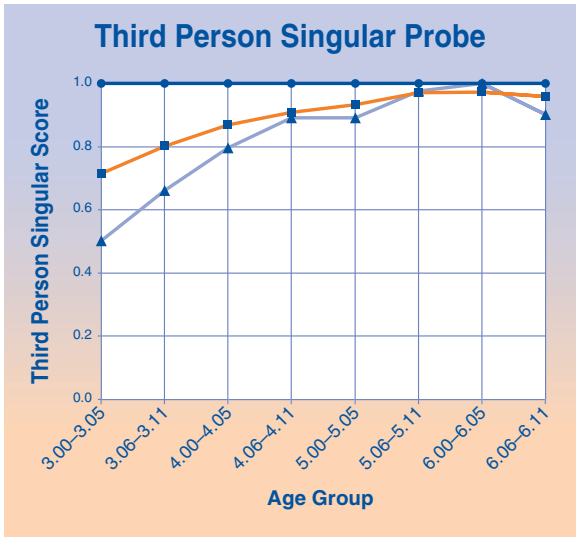
		Child's Judgment					Scoring		
							Dropped Marker	Agreement	Dropped -ing
19. Zee says: "I drinks milk." <i>(Give the bear the milk. The bear spits it out. Make spitting noises.)</i>	R	NSG	U	NR	19.				
20. Bo says: "He are spitting it out."	R	NSG	U	NR	20.				
21. Zee says: "He is cough."	R	NSG	U	NR	21.				
22. Bo says: "Maybe he like juice better."	R	NSG	U	NR	22.				
23. Zee says: "I wants juice." <i>(Give the bear juice and make drinking sounds. Then, make the bear jump onto the box. Present item while bear is in the process of jumping.)</i>	R	NSG	U	NR	23.				
24. Bo says: "He is jump."	R	NSG	U	NR	24.				
25. Zee says: "He landed on the box."	R	NSG	U	NR	25.				
26. Bo says: "He am way up there." <i>(Make Zee jump onto the box. Present item while Zee is in the process of jumping.)</i>	R	NSG	U	NR	26.				
27. Bo says: "You jumps on the box." <i>(Make the bear fall off the box. Make crying noises.)</i>	R	NSG	U	NR	27.				
28. Zee says: "He is cry." <i>(Move robots over to the bear.)</i>	R	NSG	U	NR	28.				
29. Bo says: "Maybe he bumped his head."	R	NSG	U	NR	29.				
30. Zee says: "He am hurt."	R	NSG	U	NR	30.				
31. Bo says: "You needs to help him."	R	NSG	U	NR	31.				
32. Zee says: "Maybe he need a Band-Aid™." <i>(Have Zee put a Band-Aid™ on the bear's head.)</i>	R	NSG	U	NR	32.				
33. Bo says: "He is smile." <i>(Make the bear stand up as though nothing was wrong.)</i>	R	NSG	U	NR	33.				
34. Zee says: "He look happy now." <i>(Make the bear kiss Bo.)</i> Bo says: "Why did he kiss me?"	R	NSG	U	NR	34.				
35. Zee says: "Maybe he loves you."	R	NSG	U	NR	35.				

	Right responses to grammatical items	Right responses to ungrammatical items		Dropped Marker A' Score
Dropped Marker			=	
Agreement			=	
Dropped -ing			=	

Use the lookup table in Appendix D of the *Examiner's Manual* to find the A' scores.

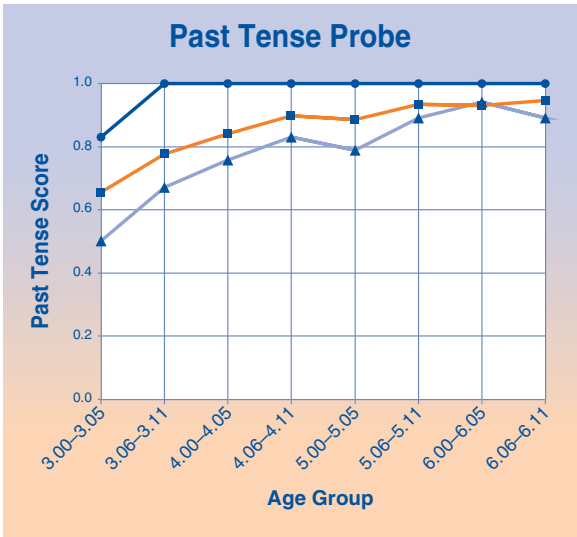
Subtotals (Items 19–35)		Ⓒ			
		Ⓓ			
Subtotals (Items 1–18)		Ⓐ			
(Transfer from previous page.)		Ⓑ			
Totals (Items 1–35)					
Sum of Ⓒ+Ⓐ					
(Right responses to grammatical items)					
Sum of Ⓓ+Ⓑ					
(Right responses to ungrammatical items)					

Growth Curves



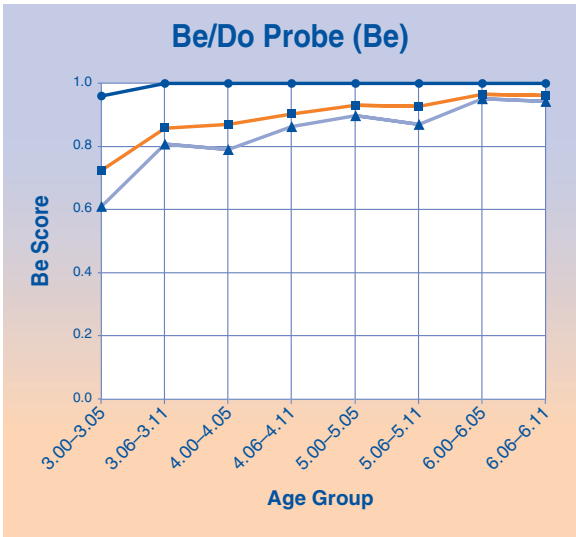
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Notes/Comments



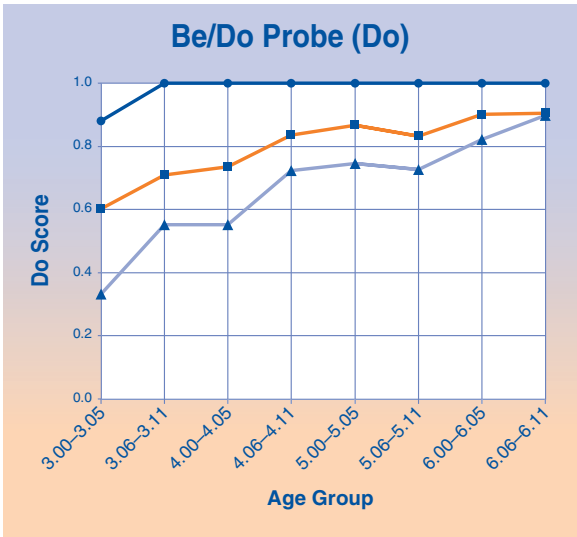
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Notes/Comments



▲ 25th Percentile ■ Mean ● 75th Percentile

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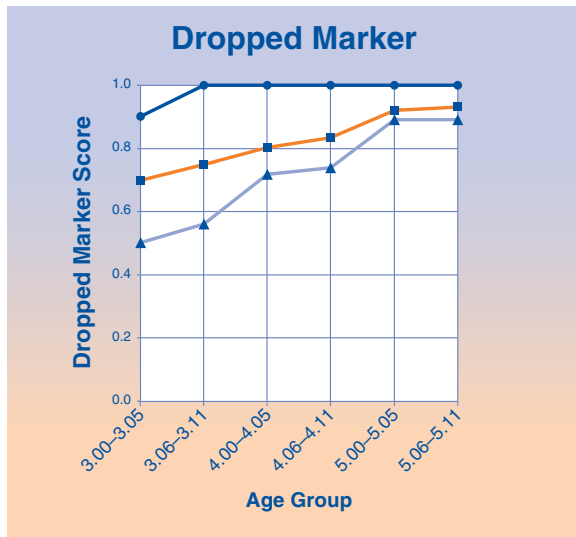


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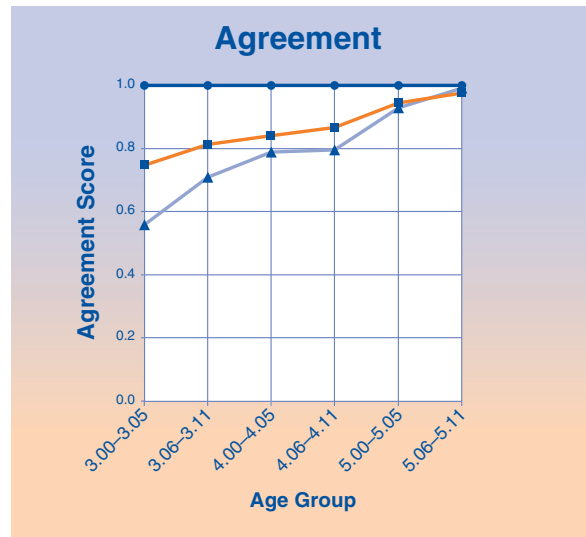
Growth Curves

Grammaticality Judgment Probe



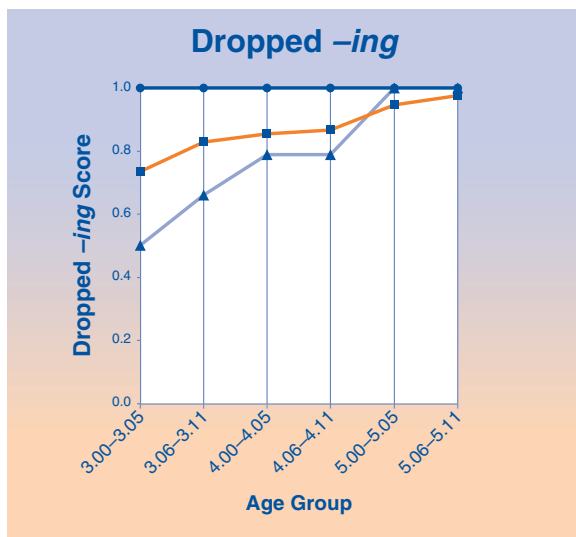
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Notes/Comments



—▲— 25th Percentile —■— Mean —●— 75th Percentile

Notes/Comments



—▲— 25th Percentile —■— Mean —●— 75th Percentile

Notes/Comments

