

Clinical Evaluation of Language Fundamentals - Preschool UK

Elisabeth H. Wiig, Wayne Secord, Eleanor Semel

Name _____

Address _____

Age _____ Gender _____ Year _____

School/Site _____

Teacher _____

Examiner _____

	Year	Month	Day
Test Date			
Birth Date			
Chronological Age			

Scoring Summary

	Raw Score	Standard Scores		Percentile Ranks	Difference from the mean of Subtest Standard Scores
		Standard Score	Confidence Interval ____ % Level	PR	
Linguistic Concepts			to		
Basic Concepts			to		
Sentence Structure			to		
Sum of 3 Raw Scores					
Sum of 3 Standard Scores					
RECEPTIVE LANGUAGE SCORE (RL)			to		
Recalling Sentences in Context			to		
Formulating Labels			to		
Word Structure			to		
Sum of 3 Raw Scores					
Sum of 3 Standard Scores					
EXPRESSIVE LANGUAGE SCORE (EL)			to		
Sum of RL and EL Scores					
TOTAL LANGUAGE SCORE			to		
Sum of 6 Subtest Raw Scores					

AGE EQUIVALENTS: Receptive _____ Expressive _____ Total _____

Sum of 6 Subtest Standard Scores _____ ÷ 6 = _____ (mean) See Examiner's Manual Table 3.5 for minimum differences required for significance.

Receptive/Expressive Differences		Prevalence	
		Percentage of Sample	Obtained Difference
Higher Score (Receptive or Expressive)		1%	≥30
		5%	≥23
		10%	≥20
Lower Score (Receptive or Expressive) minus	-	15%	≥17
		20%	≥15
		25%	≥13
Absolute Difference		50%	≥7

Score Graphs for Plotting Confidence Intervals						
Level	Receptive			Expressive		
	1	2	3	1	2	3
17	•	•	•	•	•	•
16	•	•	•	•	•	•
15	•	•	•	•	•	•
14	•	•	•	•	•	•
13	•	•	•	•	•	•
12	•	•	•	•	•	•
11	•	•	•	•	•	•
10	•	•	•	•	•	•
9	•	•	•	•	•	•
8	•	•	•	•	•	•
7	•	•	•	•	•	•
6	•	•	•	•	•	•
5	•	•	•	•	•	•
4	•	•	•	•	•	•
3	•	•	•	•	•	•

Composite Standard Scores	Receptive Language Score	Expressive Language Score
150	•	•
145	•	•
140	•	•
135	•	•
130	•	•
125	•	•
120	•	•
115	•	•
110	•	•
105	•	•
100	•	•
95	•	•
90	•	•
85	•	•
80	•	•
75	•	•
70	•	•
65	•	•
60	•	•
55	•	•
50	•	•



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Linguistic Concepts

Picture Stimuli	Repetitions	Discontinue Rules
<i>Stimulus Manual 1</i>	None allowed	3 years: 5 consecutive zero scores (errors or no responses) 4-6 years: 4 consecutive zero scores (errors or no responses)

Familiarisation Look at these animals. Let's see if you know them. Point to the cat (pause). (Repeat and demonstrate, if necessary.)
Point to the tortoise. Point to the . . . [elephant, monkey, tiger].












Familiarisation 1 cat, tortoise, elephant, monkey, tiger










Familiarisation 2 bird, dog, giraffe, fish, bear

Trial 1 Point to the bird that is not flying.

Trial 2 Point to the dog and the monkey.

Circle 1 for a correct response, 0 for an incorrect response, or NR for no response.

		Score		
1. Point to one of the bears.		1	0	NR
2. Point to the elephant first, and then point to the giraffe. (The child must point to the elephant first.)		1	0	NR
3. Point to either the dog or the bird.		1	0	NR
4. Point to a dog, but not the one that is eating.		1	0	NR
5. Point to a fish or a cat.		1	0	NR
6. When I point to a tiger, you point to a giraffe. (The child must point AFTER the examiner points.)		1	0	NR
7. Point to the cat and then to the bird. (The child must point to the cat first.)		1	0	NR
8. Point to the elephant next to the giraffe.		1	0	NR
9. Point to the bear, the tortoise, and the fish. (The child may point in any order.)		1	0	NR
10. Point to the first elephant in the line.		1	0	NR
11. After I point to a monkey, you point to an elephant and a giraffe. (The child may point to the animals in any order AFTER the examiner points.)		1	0	NR

12.	Point to the tortoise before you point to a fish. (The child must point to the tortoise first.)		1	0	NR
13.	Point to the animal in the middle.		1	0	NR
14.	Point to the monkey before you point to the tortoise and the cat. (The child must point to the monkey first, and then to the tortoise and cat in any order.)		1	0	NR
15.	Point to all the animals except the bird. (The child may point in any order.)		1	0	NR
16.	Point to the last bird in the line.		1	0	NR
17.	Point to either of the monkeys and all of the tigers. (The child may point in any order.)		1	0	NR
18.	Point to some of the tigers. (The child must point to two tigers.)		1	0	NR
19.	Before you point to the bear, point to a tiger. (The child must point to a tiger first.)		1	0	NR
20.	Point to the giraffe after you point to an elephant and a monkey. (The child must point to an elephant and a monkey in either order before pointing to the giraffe.)		1	0	NR

Raw Score

Item Analysis for Linguistic Concepts

Category	Items							
Coordination and Inclusion/Exclusion	9	11	14	17	20			
one, either/or, but not, or, all except, either	1	3	4	5	15	17		
Spatial	8	10	13	16				
next to, first, middle, last	2	6	7	11	12	14	19	20
Temporal Relation/Order								
first, and then, when, after, before	15	17	18					
Quantitative								
all except, all, some								
Commands								
One-Level	1	3	4	5	6	8	10	13
	15	16	18					
Two-Level	2	7	11	12	17	19		
Three-Level	9	14	20					

Item Analysis for Recalling Sentences in Context

Category	Items		
Simple	active	3	9
	with noun modification	7	8
	with negation	12	16
	with coordination	5	14
	with infinitive	12	18
Complex	with relativisation/subordination	13	15
Imperative		1	
Interrogative	what/where	2	4
	with noun modification	10	
	with coordination	11	

Recalling Sentences in Context

Picture Stimuli	Repetitions	Discontinue Rules
<i>Stimulus Manual 2</i>	None allowed	3 years: 5 consecutive zero scores (errors or no responses) 4-6 years: 4 consecutive zero scores (errors or no responses)

Circle the score in the *ER* column for an exact repetition of the stimulus. If the response is not an exact repetition, write the response **verbatim** in the space provided, or indicate changes on the sentences. Circle *NR* for no response. See page 11 in the *Examiner's Manual* for scoring guidelines.

Title Page Moving House

Page 2 The Smiths had lived in a big, old, white house for a long time. They were moving to a new house in a different part of the city. Mum told the children – Laura, Robert and Jimmy (point to each child left to right) – about moving. 'We will pack our clothes, toys and books – all of our things – into boxes. The removal men will come and put the boxes and our furniture into a big lorry called a removal van. Then the men will drive the removal van to our new house,' she said.

Page 3 Jimmy was excited about moving to a new house. He clapped his hands and said, '**We are moving!**' What did Jimmy say? (Encourage repetition of the stimulus. If the child does not respond, say, 'Jimmy said, "We are moving!"'; 'Tell me what Jimmy said' or tell the child, 'Say, "We are moving!"')

Trial 1 'We are moving!'

Page 4 Laura was worried about her cat. She said, '**Will Fluffy move, too?**' What did Laura say? (Prompt and model a response, if necessary).

Trial 2 'Will Fluffy move, too?'

'Yes,' Mum said, 'We will all move to the new house – even Fluffy.'

Page 5 Robert knew that packing for the move would be hard work. He said, '**I will help.**' What did Robert say?

Trial 3 'I will help.'

Page 6 Mum needed all of the children to help. They started packing in the boys' bedroom. They put Robert's and Jimmy's toys, books and clothes into boxes. When they had packed almost everything in the bedroom, Laura opened the cupboard door. She saw a big, blue box in the cupboard. Laura said, '**Look at this.**' What did Laura say?

Item 1 'Look at this.' _____

Page 7 Jimmy saw the box, too, and said, '**What is that?**' What did Jimmy say?

Item 2 'What is that?' _____

Page 8 Robert saw the box and went into the cupboard to get it. He picked up the box and took it out of the cupboard. He said, '**I can carry it.**' What did Robert say?

Item 3 'I can carry it.' _____

Page 9 Jimmy was curious. He ran to open the box and said, '**What is in there?**' What did Jimmy say?

Item 4 'What is in there?' _____

Page 10 Jimmy pulled so hard on the box that the lid popped off. Robert, Jimmy, and the box crashed to the floor. Jimmy was surprised and said, '**I fell and hurt myself.**' What did Jimmy say?

Item 5 'I fell and hurt myself.' _____

Page 11 The box was full of old clothes. There were hats, dresses, coats, and shoes. Mum said, '**Where did those come from?**' What did Mum say?

Item 6 'Where did those come from?' _____

Page 12 Mum had forgotten that she put this box of old clothes in the cupboard a long time ago. Mum pulled something out of the box and told Laura, '**Here are your old baby shoes.**' What did Mum say?

Item 7 'Here are your old baby shoes.' _____

Page 13 The children looked at all the old clothes. They thought it might be fun to dress up in them. Jimmy said to Robert, '**You can wear this old coat.**' What did Jimmy say?

Item 8 'You can wear this old coat.' _____

Error Count	ER	1 Err	2 Errs	3+ Errs	No Response
<input type="checkbox"/>	2	1	0	0	NR
<input type="checkbox"/>	2	1	0	0	NR
<input type="checkbox"/>	2	1	0	0	NR
<input type="checkbox"/>	2	1	0	0	NR
<input type="checkbox"/>	3	2	1	0	NR
<input type="checkbox"/>	3	2	1	0	NR
<input type="checkbox"/>	3	2	1	0	NR
<input type="checkbox"/>	3	2	1	0	NR

Page	Text	Error Count	ER	1 Err	2-3 Errs	4+ Errs	No Response	
Page 14	Laura found an old dress and put it on. Laura and Robert laughed and laughed. Laura said, 'I look just like Mum in this!' What did Laura say? Item 9 'I look just like Mum in this!' _____	<input type="checkbox"/>	3	2	1	0	NR	
Page 15	Jimmy thought that Robert and Laura looked funny in the old clothes. He wanted to wear something too. Jimmy said, 'Can I wear these old cowboy boots?' What did Jimmy say? Item 10 'Can I wear these old cowboy boots?' _____	<input type="checkbox"/>	3	2	1	0	NR	
Page 16	The children played in the old clothes for a little while. Then they went back to work packing more toys and clothing into the boxes. Soon, Robert and Jimmy grew tired. They didn't want to pack anymore. Robert said, 'Can we go outside and play now, Mum?' What did Robert say? Item 11 'Can we go outside and play now, Mum?' _____	<input type="checkbox"/>	3	2	1	0	NR	
Page 17	Laura was tired of packing and wanted to play, too. She said, 'I don't want to work by myself.' What did Laura say? Item 12 'I don't want to work by myself.' _____	<input type="checkbox"/>	3	2	1	0	NR	
Page 18	Mum knew that everyone was tired and hungry. It was time to eat. The children helped Mum make burgers for dinner. Robert said, 'I am so hungry that I can eat two.' What did Robert say? Item 13 'I am so hungry that I can eat two.' _____	<input type="checkbox"/>	3	2	1	0	NR	
Page 19	Jimmy liked to eat his burger a special way. He said, 'I am putting tomato sauce and mustard on my burger.' What did Jimmy say? Item 14 'I am putting tomato sauce and mustard on my burger.' _____	<input type="checkbox"/>	3	2	1	0	NR	
Page 20	Laura, Robert and Mum ate their burgers. Then they were ready to have some ice cream. Mum said to Jimmy, 'If you eat everything up, you can have pudding too.' What did Mum say? Item 15 'If you eat everything up, you can have pudding too.' _____	<input type="checkbox"/>	3	2	1	0	NR	
Page 21	Robert told Jimmy, 'You won't grow tall if you don't eat.' What did Robert say? Item 16 'You won't grow tall if you don't eat.' _____	<input type="checkbox"/>	3	2	1	0	NR	
Page 22	Jimmy ate his burger and had ice cream. After everyone helped clear up, it was time for bed. Mum tucked the boys in and told them, 'Tomorrow we will finish packing, and the removal van will come.' What did Mum say? Item 17 'Tomorrow we will finish packing, and the removal van will come.' _____	<input type="checkbox"/>	4	3	2	1	0	NR
Page 23	Laura was sleepy, but happy. She said, 'I can't wait to move to our new house tomorrow!' What did Laura say? Item 18 'I can't wait to move to our new house tomorrow!' _____	<input type="checkbox"/>	4	3	2	1	0	NR
Page 24	The next day, Mum and the children finished packing. The removal men came and put all of the boxes and the furniture into the removal van. Then they drove the van to the new house. Mum and the children drove to the new house, too.							
Page 25	When they arrived, Robert, Laura, and Jimmy started to explore their new house. Fluffy did, too.							
		Raw Score						

Formulating Labels

Picture Stimuli	Repetition	Discontinue Rules
<i>Stimulus Manual 1</i>	One repetition allowed on trial items. No repetitions allowed on test items.	3 years: 5 consecutive zero scores (errors or no responses) 4-6 years: 4 consecutive zero scores (errors or no responses)

The targeted response for each item is in parentheses. Record all responses **verbatim** in the spaces provided. See pages 13-17 in the *Examiner's Manual* for scoring guidelines. Circle NR for no response.

Trial 1 What is this? (boat/sailing boat) **Trial 2** What is the baby doing? (crying) **Score**

1.	What is the girl doing? (riding)	2	1	0	NR
2.	What are these? [Point to the buttons.] (buttons)	2	1	0	NR
3.	What is the man doing? (pouring)	2	1	0	NR
4.	What is the girl doing? (pushing)	2	1	0	NR
5.	What is this? (flag)	2	1	0	NR
6.	What is this? (sock)	2	1	0	NR
7.	What is this? (crocodile)	2	1	0	NR
8.	What is this? (piano)	2	1	0	NR
9.	What is the woman doing? (cutting)	2	1	0	NR
10.	What is this? (web)	2	1	0	NR
11.	What is this? [Point to the bridge] (bridge)	2	1	0	NR
12.	What is the boy doing? (wrapping)	2	1	0	NR
13.	What is the woman doing? (sewing)	2	1	0	NR
14.	What is this? (arrow)	2	1	0	NR
15.	What is this? (band)	2	1	0	NR
16.	What is this? (octopus)	2	1	0	NR
17.	What is this? (peacock)	2	1	0	NR
18.	What is this? (map)	2	1	0	NR
19.	What is this? (globe)	2	1	0	NR
20.	What is this? (thermometer)	2	1	0	NR
					Raw Score

Basic Concepts

Picture Stimuli	Repetitions	Discontinue Rules
<i>Stimulus Manual 1</i>	One repetition allowed on trial items. No repetitions allowed on test items.	3 years: 5 consecutive zero scores (errors or no responses) 4-6 years: 4 consecutive zero scores (errors or no responses)

Introduce each item by saying, 'Point to...' or 'Show me...' Circle the letter corresponding to the child's response. Correct responses are underlined. Circle 1 for a correct response, 0 for an incorrect response, or NR for no response.

Trial 1 the one who is big **A B C** **Score** **Trial 2** the one who is sad **A B C** **Score**

1.	the one that is inside	<u>A</u> B C	1	0	NR
2.	the one who is pointing up	A B <u>C</u>	1	0	NR
3.	the one that is empty	A <u>B</u> C	1	0	NR
4.	the one who is first	<u>A</u> B C	1	0	NR
5.	the one that is cold	A <u>B</u> C	1	0	NR
6.	the one who is tall	A <u>B</u> C	1	0	NR
7.	the one that is long	<u>A</u> B C	1	0	NR
8.	the one that shows many	A B <u>C</u>	1	0	NR
9.	the one that is full	A <u>B</u> C	1	0	NR
10.	the one who is alone	<u>A</u> B C	1	0	NR

11.	the one that is slow	A <u>B</u> C	1	0	NR
12.	the one who is dry	A B <u>C</u>	1	0	NR
13.	the one that is hard	<u>A</u> B C	1	0	NR
14.	the ones that are the same	<u>A</u> B C	1	0	NR
15.	the one who is at the bottom	A B <u>C</u>	1	0	NR
16.	the one that is large	A <u>B</u> C	1	0	NR
17.	the ones that are different	A B <u>C</u>	1	0	NR
18.	the one that is last	A B <u>C</u>	1	0	NR
					Raw Score

Sentence Structure

Picture Stimuli	Repetitions	Discontinue Rules
<i>Stimulus Manual 1</i>	None allowed	3 years: 5 consecutive zero scores (errors or no responses) 4-6 years: 4 consecutive zero scores (errors or no responses)

Introduce each item by saying, 'Point to...' Circle the letter corresponding to the child's response.
Correct responses are underlined. Circle 1 for a correct response, 0 for an incorrect response, or NR for no response.

Trial 1	Item	Options	Score
1.	The boy is sleepy.	A B <u>C</u>	1 0 NR
2.	The teddy is in the cart.	A B <u>C</u>	1 0 NR
3.	The mouse is under the chair.	A B <u>C</u>	1 0 NR
4.	It's all gone.	<u>A</u> B C	1 0 NR
5.	The girl is swimming.	A B <u>C</u>	1 0 NR
6.	The man opened the door.	A B <u>C</u>	1 0 NR
7.	The boy is crying because his aeroplane is broken.	A B <u>C</u>	1 0 NR
8.	The girl took some flowers to her mother.	A B <u>C</u>	1 0 NR
9.	She is climbing and he is swinging.	A B <u>C</u>	1 0 NR
10.	The man who is sitting under the tree is wearing a hat.	<u>A</u> B C	1 0 NR
11.	Where does the boy play cricket?	A B <u>C</u>	1 0 NR

Trial 2	Item	Options	Score
12.	The woman caught a big fish.	<u>A</u> B C	1 0 NR
13.	The spotted puppy is in the box.	<u>A</u> B C	1 0 NR
14.	The girl is not painting.	A B <u>C</u>	1 0 NR
15.	Don't touch!	<u>A</u> B C	1 0 NR
16.	He will eat the apple.	A B <u>C</u>	1 0 NR
17.	He is ready to go to bed.	A B <u>C</u>	1 0 NR
18.	She can get the book.	<u>A</u> B C	1 0 NR
19.	The girl was followed by her cat.	<u>A</u> B C	1 0 NR
20.	The girl is being pushed by the boy.	A B <u>C</u>	1 0 NR
21.	Mum showed the dog the cat.	<u>A</u> B C	1 0 NR
22.	The boy saw a girl who was carrying a hammer.	A B <u>C</u>	1 0 NR

Raw Score

Word Structure

Picture Stimuli	Repetitions	Discontinue Rules
<i>Stimulus Manual 3</i>	One repetition allowed	3 years: 5 consecutive zero scores (errors or no responses) 4-6 years: 4 consecutive zero scores (errors or no responses)

Correct responses are in parentheses. Circle 1 for a correct response, 0 for an incorrect response, or NR for no response.

Trial 1	Item	Options	Score
1.	a. This boy is standing. b. This boy is _____. (sitting)	A B <u>C</u>	1 0 NR
2.	a. Here a girl is playing. b. Here a girl is _____. (sleeping)	A B <u>C</u>	1 0 NR
3.	a. Here are three frogs. b. Here are three _____. (ladybirds/beetles)	A B <u>C</u>	1 0 NR
4.	a. The hat is under the chair. b. The hat is _____. (on the chair)	A B <u>C</u>	1 0 NR
5.	a. The cat is his. b. The dog is _____. (hers)	A B <u>C</u>	1 0 NR
6.	a. She is waving at him. b. He is waving at _____. (her)	A B <u>C</u>	1 0 NR
7.	a. This is his cart. b. This is _____. (her bike)	A B <u>C</u>	1 0 NR
8.	a. This is the boy's sock. b. This is the _____. (girl's shoe)	A B <u>C</u>	1 0 NR
9.	a. Here Sophie is giving a present to her. b. Here Sophie is giving a present to _____. (him)	A B <u>C</u>	1 0 NR
10.	a. Here is a shoe. It is blue. b. Here is a shoe. _____. (It is/It's red)	A B <u>C</u>	1 0 NR
11.	a. The baby drinks. b. The baby _____. (sleeps)	A B <u>C</u>	1 0 NR

Trial 2	Item	Options	Score
12.	a. This girl has two balloons. b. This girl has two _____. (dolls)	A B <u>C</u>	1 0 NR
13.	a. Who is sitting? She is sitting. b. Who is standing? _____. (He is standing)	A B <u>C</u>	1 0 NR
14.	a. Who is happy? He is. b. Who is sick? She _____. (is)	A B <u>C</u>	1 0 NR
15.	a. He is feeding himself. b. She is dressing _____. (herself)	A B <u>C</u>	1 0 NR
16.	a. Here is a baby. The baby is crawling. b. Here is a girl. The _____. (girl is walking)	A B <u>C</u>	1 0 NR
17.	a. This is dinner. She cooked the dinner. b. This is a cake. He _____. (baked the cake)	A B <u>C</u>	1 0 NR
18.	a. This is a bubble. Yesterday, he blew the bubble. b. This is a ball. Yesterday, he _____. (threw the ball)	A B <u>C</u>	1 0 NR
19.	a. Here is a flower. This boy picked it. b. Here are some flowers. This girl picked _____. (them)	A B <u>C</u>	1 0 NR
20.	a. This boy is skating. This boy will skate. b. This boy is painting. This boy _____. (will paint)	A B <u>C</u>	1 0 NR
21.	a. Here the girl is riding. b. Here is the horse that she _____. (rode)	A B <u>C</u>	1 0 NR

Raw Score

Behavioural Observation Checklist

Check the behaviours that you observed during testing. Consider the child's age as you respond to each item.

Physical Activity Level	Response Latency	Level of Interaction
<ul style="list-style-type: none"> The child's activity level throughout the test was generally: ___ appropriate ___ not active ___ too active enough Overall, the child was fidgety/restless: ___ never ___ most of the time ___ some of the time 	<ul style="list-style-type: none"> Responses were generally given in: ___ 10 to 15 seconds ___ more than 30 ___ 15 to 30 seconds seconds Response rate was generally: ___ appropriate ___ too slow ___ too rapid 	<ul style="list-style-type: none"> The child: ___ participated ___ refused to ___ willingly cooperate ___ participated under duress The child engaged in test-appropriate conversation: ___ most of the time ___ very little ___ sometimes
Attention to Task	Fatigue/Boredom/Frustration	
<ul style="list-style-type: none"> The child maintained attention: ___ throughout testing ___ some of the time ___ most of the time ___ never The child's attention to task generally lasted: ___ more than 10 min. ___ 3 to 5 min. ___ 5 to 10 min. ___ less than 3 min. The child engaged in off-task behaviours: ___ never ___ often ___ occasionally 	<ul style="list-style-type: none"> The child evidenced fatigue, boredom, and/or frustration during the test: ___ never ___ often ___ rarely Fatigue, boredom, and/or frustration became evident: ___ never ___ after 10 min. ___ after 15 min. ___ after 5 min. 	

Diagnostic Impressions/Strengths and/or Weaknesses

Item Analysis for Formulating Labels

Category	Items					
Nouns						
Animate	7	16	17			
Inanimate	2	5	6	8	10	11
	14	15	18	19	20	
Verbs						
Transitive	3	9	12	13		
Intransitive	1	4				

Item Analysis for Basic Concepts

Category	Items				
Attribution	5	11	12	13	
Dimension/Size	6	7	16		
Direction/Location/Position	1	2	4	15	18
Number/Quantity	3	8	9	10	
Equality	14	17			

Item Analysis for Sentence Structure

Category	Items		
Verb Phrase	1	4	5
	6	16	18
Prepositional Phrase	2	3	
Wh-Interrogative	11		
Imperative	15		
Modification	12	13	
Indirect Object	8	21	
Negative	14		
Passive	19	20	
Infinitive	17		
Coordination	9		
Relative Clause	10	22	
Subordinate Clause	7		

Item Analysis for Word Structure

Category	Items		
Prepositions	1	4	
Nouns			
Plural/Possessive	3	8	
Verb Tense			
Third Person Singular	11		
Regular Past Tense	16		
Irregular Past Tense	17	20	
Future Tense	19		
Present Progressive	2		
Contractible Copula	10		
Uncontractable Copula	13		
Contractable Auxiliary	15		
Pronouns			
Subject	12		
Object	6	9	18
Possessive	5	7	
Reflexive	14		