

A spiral-bound notebook page with a yellow border. The text "Formulated Sentences" is centered on the page.

**Formulated Sentences**

## Materials

Record Form

Tape Recorder (Optional)



### Start Point

Ages 5–8 take Set 1 Example and Trials, start at Item 1 and do not take Items 25–28.

Ages 9–14 take Set 2 Example and Trials, and start at Item 8 and take Items 25–28.

Ages 15–16 take Set 2 Example and Trials, and start at Item 10 and take Items 25–28.

*Note:* There are no pictures in the Stimulus Book for Items 25–28. Ages 5–8 do not take these items. Administer Items 25–28 to ages 9–16 only.



### Discontinue

After 5 consecutive zero scores

## Formulated Sentences (FS)

### Ages 5–16

### General Directions

There are two sets of example and trial items. Administer Set 1 to ages 5–8 and Set 2 to ages 9–16.

Record the student's responses VERBATIM in the spaces provided in the Record Form. Refer to the Scoring Guidelines in the Examiner's Manual.

### Special Considerations

You may want to tape record this subtest during administration, and transcribe the responses in the Record Form later.



### Start Point

Ages 5–8 start here.

## Set 1

### Example and Trials for Ages 5–8

Say, Here is a picture of children in a library. I will use the word *book* in a sentence to talk about this picture [pause]. *The girl is reading a book.* Or I could say, *That book is on the table.*

## Set 1

### Example and Trials for Ages 5–8

#### Trial 1

Say, **Here is another picture. Now you make a sentence about this picture using the word *playing*. You must make your sentence about something in the picture and you must use the word *playing*. Look at the picture to help you think of what to say.**

If the child requests a repetition or produces a phrase or sentence that does not include the stimulus word or is not appropriate to the stimulus picture, repeat Trial 1 and add, **Remember, make a sentence about the picture and use the word *playing*.** If the child does not respond with the stimulus word in an appropriate context, say, **You could have said . . .** [Give a sample sentence.]

## Set 1

### Example and Trials for Ages 5–8

#### Trial 2

Say, **Here is another picture. Now you make a sentence about this picture using the word *when*. You must make your sentence about something in the picture and you must use the word *when*. Look at the picture to help you think of what to say.**

If the child requests a repetition or produces a phrase or sentence that does not include the stimulus word or is inappropriate to the stimulus picture, repeat Trial 2 and add, **Remember, make a sentence about the picture and use the word *when*.** If the child still does not respond with the stimulus word in an appropriate context, say, **You could have said . . .** [Give a sample sentence.]

Introduce the test items by saying, **Now I will say some more words and show you some more pictures. I want you to tell me a sentence using each word I say. You must make your sentence about the picture and use the word I tell you in your sentence.** Proceed to FS 1.



## Start Point

Ages 9–16 start here.

## Set 2

### Example and Trials for Ages 9–16

Say, Here is a picture of people in a library. I will use the word *dictionary* in a sentence to talk about this picture [pause]. *The girl is looking up a word in the dictionary.* Or I could say, *There is a dictionary on the stand.*



## Set 2

### Example and Trials for Ages 9–16

#### Trial 1

Say, **Here is another picture. Now you make a sentence about this picture using the word *reading*. You must make your sentence about something in the picture and you must use the word *reading*. Look at the picture to help you think of what to say.**

If the student requests a repetition, or produces a phrase or sentence that does not include the stimulus word or is not appropriate to the stimulus picture, repeat Trial 1 and add, **Remember, make a sentence about the picture and use the word *reading*.** If the student does not respond with the stimulus word in an appropriate context, say, **You could have said . . .** [Give a sample sentence.]

## Set 2

### Example and Trials for Ages 9–16

#### Trial 2

Say, **Here is another picture. Now you make a sentence about this picture using the word *when*. You must make your sentence about something in the picture and you must use the word *when*. Look at the picture to help you think of what to say.**

If the student requests a repetition, or produces a phrase or sentence that does not include the stimulus word or is inappropriate to the stimulus picture, repeat Trial 2 and add, **Remember, make a sentence about the picture and use the word *when*.** If the student still does not respond using the stimulus word in an appropriate context, say, **You could have said . . .** [Give a sample sentence.]

Introduce the test items by saying, **Now I will say some more words and show you some more pictures. I want you to tell me a sentence using each word I say. You must make your sentence about the picture and use the word I tell you in your sentence.** Ages 9–14 years proceed to FS 8. Ages 15–16 years proceed to FS 10.





**Start Point**

Ages 5–8 start here.

1. **children**

2. always

3. car

4. forgot

5. gave

6. never



7. finally



## Start Point

Ages 9–14 start here.

8. **running**

9. longest



**Start Point**

Ages 15–16 start here.

10. **quickly**

11. best

12. **third**



13. instead

14. and

15. if

16. before

17. because

18. until



19. or

20. although

21. otherwise

22. unless

23. however



Stop testing ages 5–8 after Item 24.

24. **neither**

**Note:** There are no pictures for Items 25–28, and phrases are used instead of single words. Children aged 5–8 do not take Items 25–28.

Before presenting the remaining items, say, **Now I'll give you a phrase—more than one word—to use in a sentence. You must use the words as a phrase—with the words in the same order that I tell you. You will not have a picture to use this time. Tell me a sentence about anything you want that uses the phrase.**



25. as soon as

26. in order to

27. even though

28. as a consequence