# **Formulated Sentences**



# Materials

Record Form

Tape Recorder (Optional)



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.



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.





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.





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*.

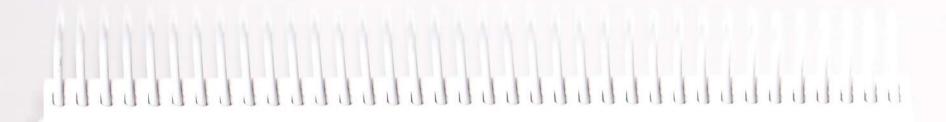


# Set 2 Example and Trials for Ages 9–16

### 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.





Ages 5-8 start here.

1. children

FC

2. always

3. car

4. forgot

5. gave

6. never

7. finally





Ages 9–14 start here.

8. running



9. longest





Ages 15–16 start here.

10. quickly

11. best



12. third

13. instead

14. and

15. if

FC 15



16. before

\_\_\_\_



17. because

18. until



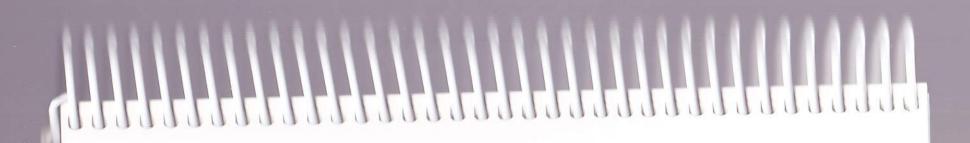
19. or



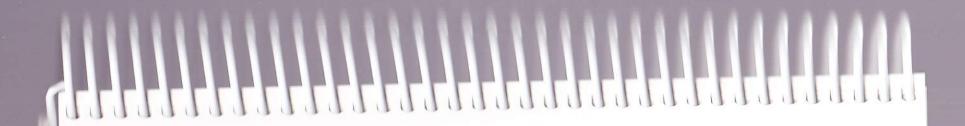
20. although



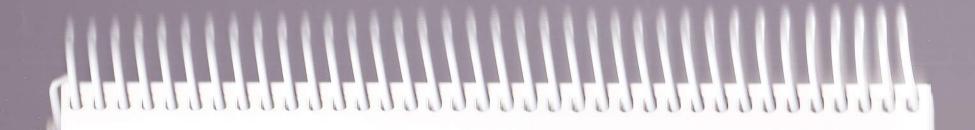
21. otherwise



22. unless



23. however



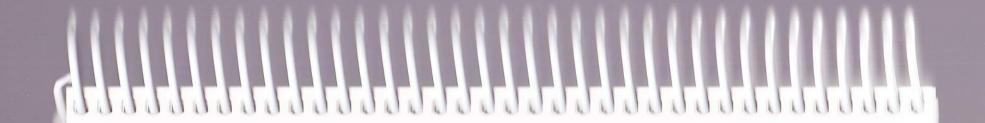


Stop testing ages 5–8 after Item 24.

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