TEXLA

TEST OF EXPRESSIVE LANGUAGE ABILITY

GARY OWEN BUNCH

Test of

Expressive

Language Ability

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PURPOSE

The Test of Expressive Language Ability (TEXLA) is designed to assess the child's expressive control of selected basic grammatical principles. The TEXLA is structured on a simple format which presents an illustration with one or two sentences describing that illustration. One sentence is incomplete. The child must read the printed message, examine the illustration and then complete the sentence using the required principle.

The TEXLA is a companion test to the Test of Receptive Language Ability (TERLA). Together the two tests assess receptive and expressive control of basic grammatical principles taught to young hearing impaired children. Table 1 summarizes the principles assessed by the TEXLA. They are the same as those assessed by the Test of Receptive Language Ability except for the deletion of singular items and the inclusion of items requiring the use of "to have" and "to be".

Table 1

Grammatical Principles Assessed by TEXLA

by Type and Number of Exemplars

Principle	Number	
	Long Form	Short Form
Plural nouns /s/	5	4
Plural nouns /es/	5	4
Pronouns	10	6
Descriptive adjectives	10	6
Comparative adjectives	5	4
Superlative adjectives	5	4
Prepositions	10	6
Past tense	10	6
Future tense	10	6
Present progressive singular	5	3
Present progressive plural	5	3
To be	6	4
To have	4	4

I

The TEXLA is not as concerned with obtaining correct answers to specific items as it is with whether a child understands the concept of the principle in question. Does he know when a situation calls for a plural, a preposition, the past tense? The answer to that question and the answer to the question "How does he attempt to apply grammatical rules?" supply the most important diagnostic information to be gained from the TEXLA. The understanding of basic general rules and when to apply them are of much greater importance than the ability to employ specific examples of those rules correctly.

As does the TERLA the TEXLA assesses the child's expressive control of these rules in four ways. It is a norm-referenced test and provides a means of comparing an individual's total score with the total scores of hearing impaired children of the same age. It also provides a principle by principle comparison. It is a criterion-referenced test and provides a total score and principle by principle score of number of items correct against number of items presented.

A small sample of grade one normally hearing children was tested to provide a fifth method of assessing the hearing impaired child's ability to use basic grammatical principles. The scores of hearing impaired subjects of various ages may be compared to those of normally hearing children who have had minimal exposure to reading and printing. All children in the grade one sample had attended kindergarten. None had attended educational preschool programs.

While the normative comparisons are interesting and provide valuable information, the most valuable aspect of the TEXLA is its diagnostic capabilities. Hearing impaired children by and large do not exhibit language skills at the level of their hearing peers. When faced with the need to express themselves in print, deaf children call on their imperfect understanding of language to respond. From these responses one of three diagnostic patterns emerges.

1. the child has expressive control of the principle and appears to understand the principle in question

or

2. the child does not have expressive control of the principle and responds in a random fashion indicating lack of understanding of the concept in question

or

3. the child does not have expressive control of the principle but responds in a fashion which suggests the presence of a deviant

rule for situations involving that principle.

It is important that the person employing the <u>TEXLA</u> clearly understands how the term "concept" is used here. On one level the test investigates the child's ability to respond correctly to specific instances of a principle. Can the child create the plural form of "dog?" Can the child write the past tense of "sleep"? On a higher level the test investigates the pattern created by the responses to a certain principle. Can the child see that the situation calls for a plural form of a noun and does he then apply the correct plural form? Does the child consistently attempt to use present progressive forms of the verb when the situation calls for a present progressive? If the child knows when to apply a certain generic rule, then his task is to learn correct application of individual examples. If the child does not know when to apply a certain principle, the task is much greater.

If situation one holds, the teacher has definite positive information regarding one principle and does not need to teach or re-teach that principle. Teaching becomes more efficient in that time is not wasted teaching already known material.

If situation two holds, the teacher knows that the child does not realize that the occurrence of a particular situation calls for the application of a particular rule. The child does not have expressive control. Receptive control should be stressed.

If situation three holds, the teacher knows that the child has formed a rule for use when a particular grammatical situation occurs and that that rule is deviant. Knowing this, the teacher is better equipped to battle against the incorrect usage and teach the correct.

TEST DESIGN

The TEXLA includes 90 items. Each item is composed of an illustration and one or two descriptive sentences. One sentence contains a blank for the principle in question. The subject has a record form on which appear the stimulus sentences. He prints his response in the appropriate space.

The principles tested were drawn from those taught to hearing impaired children in the first years of school. The majority are taught during the first year. Vocabulary was selected from primary vocabulary lists of a number of schools for the hearing impaired. Pilot stimulus items were presented to a panel of experienced teachers of the hearing impaired. The items finally selected were nominated by all judges as representing principles and containing vocabulary familiar to hearing impaired children within the first few years of school. The majority appear in the first year.

The entire vocabulary consists of the following words:

Nouns: dog, bell, girl, man, apple, dish, clown, box, ball, glass, table, chair, fence, bed, paper, brush, boy, picture, pencil, car, church, doll, frog, ring, water, tree, name, scissors, sock, foot, wagon, Martin, Mary, Mommy

Pronouns: I, he, she, it, we, they, us, him, her, them, this, these, someone, something

Adjectives: fat, happy, big, small, old, red, funny, sad, tired, some (or others chosen by the subject)

Prepositions: off, over, of, on, in, with, to, behind, beside, under, in front of

Verbs: is, are, jump, walking, made, laugh, crying, hit, has, have, fall, gave, sit, eat, throw, sleep, write, cut, drink, draw

Articles: a, an, the

Adverbs: down,

Other: and, not

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Test administrators may wish to ascertain that all grammatical principles are known by the subject. If specific items are unknown, those items may be deleted and the TEXLA employed as a criterion-referenced diagnostic test only.

In the same way test administrators may wish to ascertain that all words in the test are known. If some words are unknown and if time permits, the teacher may wish to teach these to the child. Care must be taken that vocabulary not be taught in a manner which would affect performance on the test directly.

Short Test Version

A short version of the TEXLA has been designed. It includes a total of sixty items representing all principles. All statistical data available for the TEXLA is available for the TEXLA SHORT as well.

Examiners may wish to use the TEXLA SHORT to save time since the TEXLA normally takes approximately thirty minutes to administer. The correlation of .98 obtained between the TEXLA and the TEXLA SHORT indicates that this would be an acceptable procedure (McNemar, 1962).

TEXLA SHORT items are noted by an asterisk on the record form (see Appendix A).

Communication Method

All communication philosophies allow for the use of reading, writing, speech, speech reading and natural gestures. The TEXLA relies on no other receptive or expressive communication skills. It may be employed with children taught under any communication philosophy. Test administrators need have no familiarity with manual systems used with the hearing impaired.

The essential skills for the child are those of reading, writing and understanding simple pointing instructions. The examiner provides minimal accompanying oral instructions. High levels of reading and writing ability are not necessary for the child.

No subject in the standardization sample failed to understand the test instructions.

ADMINISTRATION

Qualifications of the Administrator

The TEXLA was developed for use by classroom teachers who wish specific information regarding the expressive language abilities of their children. It can be used also by a wide range of personnel seeking norm-referenced and/or criterion-referenced diagnostic information. The examiner must be familiar with the material of the TEXLA but extensive training in test administration is not necessary. Interpreting results does require knowledge of language development in young children and children with deviant language development. Professionals with a solid background in language development and language instruction will be best able to utilize the information gained from this test.

New administrators should practice with the test on children not exhibiting language problems. Extensive practice is not necessary. There is a need, however, to familiarize oneself with the methods for item presentation and scoring.

Administration Procedures

The TEXLA is designed for individual administration. A quiet area with no visual or auditory distractions should be chosen.

It is necessary that the examiner ensure that the child is in a mood to begin the test. Obviously upset, excited or otherwise inattentive children should not be tested.

Children should be seated directly across a table from the examiner. The stimuli should be presented directly in front of the child. The record form should be directly in front of the child so that he may write with comfort. A supply of sharpened pencils with erasers should be at hand. The test administrator should turn the pages for item by item presentation.

The following standardized procedure is to be used routinely.

    a.   Provide the subject with a record sheet and a pencil with eraser.

    b.   Present sample item one.

    c.   Point to the illustration of a dog. Draw your finger under the sentence "This is a _____" pausing at the blank.

d.   Point to the space on the record sheet where "dog" is to be printed. Say "What goes here?"

e.   If subject does not respond, print "d" in the space for him.

f.   Indicate by pointing that the subject should complete the word.

g.   Assist the subject by adding additional letters as necessary.

h.   Present sample item two and repeat steps a. through g.

i.   If subject is not responding by the end of sample item two, discontinue the test.

j.   If subject is responding, present test item one and continue to ninety.

For verb items, the root form of the verb to be used appears beside the illustration. Point to it before pointing to the space on the record sheet.

Administration of the TEXLA takes approximately thirty minutes. If the child shows signs of disinterest or fatigue during the test, discontinue and finish in another sitting.

TEXLA Short Administration

Items included in the TEXLA SHORT are indicated by an asterisk beside the item number on the record form and on the stimulus pages. General administration procedures are the same as for the TEXLA. The test administrator should turn the pages to present only TEXLA SHORT items.

Scoring

All correct items receive a score of one. Incorrect items are scored zero. The maximum total score for the TEXLA is ninety and for the TEXLA SHORT sixty.

Spelling errors do not normally make an item incorrect unless the error makes it impossible to decide if the subject had an understanding of the principle in question.

      For example: - odl for old (adjective) is acceptable
                         - dshes for dishes (plural) is acceptable
                         - fatest for fattest (superlative) is acceptable
                         - overs for over (preposition) is acceptable
                         - doges for dogs (plural) is unacceptable
                         - frsht for in front of (preposition) is unacceptable

Sub-scores may be obtained for individual principles.

A check mark (✓) for the correct items or a cross (X) for incorrect items should be made in the appropriate column opposite the printed stimulus sentence. Each item is identified by the principle being tested to facilitate diagnosis. To the right of each item is a space for diagnostic comments. Observations should be recorded immediately.

STANDARDIZATION

Early Pilot Test

A pilot test of the Test of Expressive Language Ability (TEXLA) was developed in 1975. It was administered to twenty-three hearing impaired children aged 7-2 to 11-7. All subjects were drawn from a residential school for the deaf. All had better ear losses of at least eighty-eight decibels.

Encouraging diagnostic findings were noted. Patterns of expressive functioning were apparent as was a general improvement from age to age. Problems with various items were noted and revisions made.

Present Test

The TEXLA has been normed on a total of sixty-five hearing impaired children. Subjects were drawn from two major Canadian residential schools for the hearing impaired. No children with additional handicaps were included in the sample. All subjects were prelingually hearing impaired. Hearing loss is recorded in table 2.

Table 2

TEXLA Subjects Classified[1] by Degree of Hearing Loss

Number of Subjects	Moderate 36-55 dB	Moderately Severe 56-70 dB	Severe 71-90 dB	Profound 91 plus dB
65	1	2	13	49

[1]Jaffe, 1977.

As residential schools accept all hearing impaired children within their areas and as these areas contained no other major educational programs for the hearing impaired the sample may be considered randomly representative of socio-economic classes and urban and rural areas.

The TEXLA was also administered to seventeen normally hearing grade one children.

The purposes of this testing were:

1. to determine how well normally hearing children with minimal reading and writing ability score. The scores of hearing impaired children take on an additional meaning when compared to those of normally hearing children.
2. to pinpoint more difficult items for diagnostic comparison.
3. to obtain reliability and other useful data.

Results of this testing are given in tables 2 and 3.

The normally hearing children attended an elementary school in a middle class district of a major Canadian city. All children were tested. Curricula as laid down by the Ontario Ministry of Education were followed. Teaching of reading was based on a combination of language experience and basal readers. The class was considered of average ability as indicated through achievement testing.

Principle by principle performance of hearing impaired and normally hearing subjects is presented in Appendix B, tables 7,8 and 9. Means and standard deviations for the TEXLA and the TEXLA SHORT are provided in tables 3 and 4.

Table 3

Means and Standard Deviations for Normally Hearing and
Hearing Impaired Subjects on the TEXLA

Subjects	n	Mean Score	Standard Deviation
Hearing: Grade One	17	62.24	9.0521
H.I. 7 years	7	9.86	6.9385
H.I. 8 years	11	30.55	11.9110
H.I. 9 years	14	44.14	22.6813
H.I. 10 years	12	52.50	13.7939
H.I. 11 years	10	52.70	21.1873
H.I. 12 years	11	58.72	16.3590

Table 4

Means and Standard Deviations for Normally Hearing and
Hearing Impaired Subjects on the TEXLA SHORT

Subjects	n	Mean Score	Standard Deviation
Hearing: Grade One	17	42.77	5.8580
H.I. 7 years	7	6.29	4.9232
H.I. 8 years	11	22.00	9.5603
H.I. 9 years	14	30.14	15.5111
H.I. 10 years	12	36.67	10.0845
H.I. 11 years	10	37.30	14.5377
H.I. 12 years	11	40.55	10.7644

Reliability

Internal consistency reliability data are available for hearing impaired sub-
jects. The coefficients of .99 and .98 for the TERLA and TERLA SHORT respect-
ively indicate adequate levels of internal consistency. Coefficients of .98
and .98 were found for normally hearing Grade One subjects. Principle by
principle coefficients for TERLA are provided in table 5.

Validity

Validity is a statement of whether a test assesses that which it was designed
to assess, if it accomplishes the purpose for which it was intended.

Content Validity

The TEXLA is designed to assess the individual's ability to interpret accurately
the relationship between an incomplete sentence and an illustration, to determine
the principle required to complete the sentence and then to express that prin-
ciple accurately in printed form.

The principles surveyed in the TEXLA were drawn from among those taught to sev-
erely and profoundly hearing impaired children in the early grades. These prin-
ciples are considered fundamental to the ability to begin to communicate through

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writing. A panel of experienced teachers of the hearing impaired examined
the principles employed in the TEXLA. All agreed that hearing impaired chil-
dren would be expected to express themselves using these principles within
the first two or three years of most primary schools for the hearing impaired.

As noted earlier all vocabulary employed in the TEXLA was reviewed by the same
panel of experienced teachers. The words included in the test were considered
to be among those to which severely and profoundly hearing impaired children
are exposed soon after school entry.

Table 5

Internal Consistency Reliability Coefficients[1] for TEXLA

Principle	TEXLA
Plural nouns /s/	.96
Plural nouns /es/	.92
Pronouns	.81
Descriptive adjectives	.93
Comparative adjectives	.92
Superlative adjectives	.94
Prepositions	.91
Past tense	.91
Future tense	.95
Present progressive singular	.91
Present progressive plural	.89
To be	.92
To have	.71

[1]Spearman-Brown Equal Length Correlation Coefficient

Concurrent Validity

Validity may be assessed by comparison of subject scores on the test in question
to scores on a criterion measure. One of the problems facing the designer of
language tests for the hearing impaired is the paucity of suitable criterion
measures. It would be improper to employ a criterion measure which, itself, had
suspect validity.

The Peabody Picture Vocabulary Test (PPVT) is used widely with hearing impaired subjects. Norms for the hearing impaired have been published by Forde (1977). Forms A and B were the criterion measures in a concurrent validity study involving hearing impaired children 11-5 to 13-11 years. The coefficients between the TEXLA and Forms A and B of the PPVT were .64 (n=31) and .74 (n=30) respectively. These are acceptable levels for concurrent validity.

Concurrent validity correlations for the TEXLA, TEXLA SHORT, the TERLA and the TERLA SHORT were obtained for hearing and hearing impaired subjects. The high levels of relationship for the hearing impaired indicate that the tests assess closely associated abilities (see table 6). Such a close association is necessary as they are designed as companion tests.

Table 6

Concurrent Validity Correlation Coefficients for

Long and Short Forms of TEXLA and TERLA for

Normally Hearing and Hearing Impaired Subjects

Tests	Normally Hearing	Hearing Impaired
TEXLA/TEXLA SHORT	.99	.99
TEXLA/TERLA	.52	.89
TERLA/TEXLA SHORT	.56	.90
TERLA/TERLA SHORT	.95	.98

Language is developmental in nature. There should be improvement with age no matter what view one holds of the manner in which hearing impaired children acquire language. A validly constructed test will reflect improvement with age. The TEXLA and TEXLA SHORT do show such improvement for hearing impaired subjects (see tables 10 and 11, Appendix B). Sources of variation are given in Appendix B as well.

Another method of determining validity is to be able to classify children on the basis of performance. The norming population of average hearing impaired children was compared to two groups, one of integrated hearing impaired children considered language capable and one of hearing impaired children considered to

have additional language problems. Clear differences were apparent between children in the norming population and the other two groups.

Nine children formed the language capable group with ages six, seven, eight, nine, ten, eleven, and twelve represented. All scored a minimum of one standard deviation above the mean for their age group. None were placed lower than the eighty-sixth percentile for age or obtained a stanine score of less than eight.

The language problem group was composed of eight children aged seven to ten. All were below the mean for their age group with six more than one standard deviation below. Only two were placed higher than the twelfth percentile for age or obtained stanine scores higher than two.

INTERPRETATION

The Test of Expressive Language Ability (TEXLA) provides information on a number of levels.

- comparison of total and subtest scores to those of normally hearing grade one children
- comparison of total and subtest scores to those of hearing impaired age peers
- comparison of total and subtest scores to those of other hearing impaired subjects
- diagnosis of correct and incorrect expressive rule patterns
- comparison of expressive abilities to receptive abilities

Mean Scores

Mean Scores for total performance on the TEXLA and TEXLA SHORT for normally hearing and hearing impaired subjects are available in tables 3 and 4. Mean scores and standard deviations for each principle for all ages of hearing impaired children are provided in tables 8 and 9, Appendix B. Similar information for normally hearing Grade One children is available in table 7. Scores of individual children may be compared to the various mean scores to evaluate individual performance.

Percentile Ranks

Relative standing for individuals may be ascertained through use of percentile ranks. Tables 12 through 17 provide percentile ranks by age for hearing impaired subjects in the standardization sample (see Appendix C).

Standard Scores

A third method of weighing an individual's expressive language ability is through the use of standard scores. Tables 12 through 17 provide stanines for all ages in the standardization sample (see Appendix C).

Educational Diagnosis

The two latter levels yield the most significant diagnostic information and are of most interest to the classroom teacher, resource teacher and consultant. It is from these areas that the most useful educational information is available.

The TEXLA provides information of a general nature and of a specific nature. It is at the subtest level that these take on the greatest focus and educational meaning. At the general level the test reveals the degree of expressive control a subject has over particular grammatical principles. Does he know when he must form a past tense? Does he know when he is to use a pronoun?

At the specific level the test reveals responses to individual instances of a given grammatical principle. Examination of a series of responses to instances of a given principle indicates whether a subject reacts in a consistent manner when required to express that principle. The following examples provide interpretations of the responses of two subjects.

Child A

Child A is the same Child A referred to under interpretation of the Test of Receptive Language Ability (TERLA).

A's score is more than one standard deviation above the mean for his age. His percentile rank is 75 and his stanine score is 96.

A considerable number of expressive deficiencies are apparent within A's range of abilities. Responses suggest that no principle is controlled with ease though there is relative strength in the use of adjectives and plural /s/ forms. A beginning in ability to use prepositions is apparent though in seven of ten opportunities A chose to use nouns or verbs instead of any preposition forms. Credit for one past tense item and five present progressive items should not be misconstrued as indication of expressive ability. The root form of the verb is displayed next to the illustration for all past, future and present progressive items. This "assist" results in occasional correct responses if the subject simply falls into a pattern of copying the root form. These are accidental rather than purposeful correct responses.

Some receptive pronoun ability was noted for TERLA responses. No such ability

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Principle	Score		Comments
	Long	Short	
Plural /s/	3/5	2/4	Chose singular form of noun for all errors but one when
/es/	0/5	0/4	"churchs" was offered.
Pronouns	0/10	0/6	Repeated noun from stimulus passage four times. Used verbs in "ing" three times. Novel nouns twice.
Descriptive Adjectives	6/10	4/6	Fair control. Used noun from passage twice, preposition once and no response once.
Comparative Adjectives	0/5	0/4	Repeated positive.
Superlative Adjectives	0/5	0/4	Repeated positive four times. No response once.
Prepositions	2/10	2/6	Used stimulus passage noun five times. Incorrect preposition once. Verbs twice.
Past Tense	1/10	0/6	Repeated stimulus verb
Future Tense	0/10	0/6	Repeated stimulus verb.
Present Progressive Singular	0/5	0/3	Repeated stimulus verb.
Present Progressive Plural	5/5	3/3	Repeated stimulus verb. Not truly correct responses given above
to be	0/6	0/4	Variety of responses. No forms of "to be".
to have	0/4	0/4	Variety of responses. No forms of "to have".

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was noted on the TEXLA. A used a word from the stimulus item instead of attempting any pronoun in eight of ten items. For two items he used the word "walling" which may have been an attempt to describe the illustration in which the person or persons were walking.

No ability to use the comparative or superlative forms of adjectives was noted despite relatively strong receptive ability. Responses were simply repetitions of the stimulus adjective.

Future, past and present progressive responses consisted of repetition of the root form of the verbs provided next to illustrations.

Responses to "to be" and "to have" items varied. None were correct. A broke away from his pattern of repeating part of the printed stimulus to describe some part of the illustration. No consistent indication that A realized a verb was required rather than an adjective or noun was noted.

A has little expressive ability even in areas where he demonstrated relative receptive ability. He does not appear to realize that specific situations call for specific categories of words or specific forms of words. No evidence of creativity in language was apparent. A simply chose to record part of the printed stimulus or to describe the illustration. Similar tendencies among hearing impaired children have been described by Bunch (1979) and Bunch and Clarke, (1977). An encouraging note may be found in the emerging appropriate use of plural /s/ forms, prepositions and adjectives. A employs accepted rules when he knows them even though his responses are not consistently correct. It should be noted that these three areas were strong on the receptive test, TERLA, while the areas in which he encountered expressive difficulty were relatively weak on the receptive test.

Child B

B is below level for her age. She falls at the twenty-third percentile and has a stanine score of 4.

Quite serious expressive difficulties are apparent in the responses of this child. She missed all pronoun items except one (I am a girl.). Rather than even attempt any type of pronoun response B simply repeated part of the stimulus passage. Though she recognizes pronoun situations receptively (10/10 on TERLA),

Principle	Score		Comments
	Long	Short	
Plural /s/	4/5	4/4	Fair control. Used verb form once and "churchs".
/es/	4/5	4/4	
Pronouns	1/10	1/6	Routinely repeated part of stimulus passage.
Descriptive Adjectives	9/10	6/6	Good control
Comparative Adjectives	0/5	0/4	Repeated positive form.
Superlative Adjectives	0/5	0/4	Variety of responses. Comparative form twice. "Oldert" once.
Prepositions	7/10	5/6	Fair control. Used some nonsense word "Hrhine" for "in front of, beside" and "behind".
Past Tense	6/10	4/6	Overgeneralized "ed" form once. Used stimulus root form three times.
Future Tense	4/10	3/6	Used stimulus root form 5 times. Used "are sleeped" once.
Present Progressive Singular	0/5	0/3	Used stimulus root form.
Present Progressive Plural	0/5	0/3	Used stimulus root form four times. Used "will sleep" once.
to be	5/6	4/4	Used preposition once.
to have	0/4	0/4	Used a verb describing part of the picture.

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she cannot produce them in routine situations. The same problem is apparent in comparison of adjectives with relative strength receptively and no evidence of expressive ability. She scores below the mean for her age on pronouns, and more than one standard deviation below the mean on comparative adjectives and superlative adjectives.

Good expressive strength is apparent in descriptive adjectives and prepositions. Responses are appropriate with the exception of a nonsense word for the prepositions "in front of, beside" and "behind". B appears to know when to use a preposition and has manufactured one to use in instances where the correct form does not come to mind. This should be amenable to direct teaching.

Some strength is apparent in past tense and future tense situations. However, B retreats to her pattern of simply repeating part of the stimulus for these two tenses and for the present progressive. Given the receptive strength apparent on the TERLA, B should be attempting expression of these verb forms. Continued frequent opportunities to use the past and present will assist her as will teaching directed to clarify when to use present progressive forms. Stress should be placed on this latter area as B scores significantly below the mean for her age here.

Considerable strength is demonstrated in situations calling for expression of forms of the verb "to be". Child B missed only one item when she chose to use a preposition describing the action in the illustration rather than a verb. With the verb "to have" definite weakness surfaced. No forms of this verb were attempted. In three instances other verbs were used but with inappropriate tenses. In the fourth instance a noun was used instead of any verb. An effort must be made to tap receptive ability with this important verb before expression is expected.

General Discussion

Significant expressive deficiencies may be seen in both A and B. A shows a common pattern for younger hearing impaired children. Some expressive ability in plurals, descriptive adjectives and prepositions is apparent with a scattering of correct responses elsewhere. The stronger areas expressively parallel the stronger receptive areas. B has more expressive ability even though below level for her age. Considerable ability is exhibited in plural, descriptive adjective

preposition, past tense and "to be" items with lesser ability in future tense and pronoun items. To be noted specifically are weak areas expressively where receptive strength is evident (comparison of adjectives, present progressive, pronouns).

Teaching Decisions

Information such as the preceding leads directly to teaching decisions. These decisions are both general and specific as are the diagnostic findings. Certain basic principles must be accepted. These lead to general teaching practices.

1. If a subject demonstrates expressive control of a principle, the teacher may go on to new work.

2. If a subject demonstrates no expressive control of a principle, more receptive practice is necessary before expression is attempted.

3. If a subject demonstrates emerging control, the teacher must provide more receptive practice designed to reinforce that emerging control while giving practice with known items.

4. If evidence of confusion among principles or the application of an incorrect rule is found, the teacher must not attempt to elicit further responses (except those required to clarify exactly what the subject is doing) and must review receptive control. The principle must be re-taught beginning with receptive practice.

In some cases it is apparent that the subject understands the principle in question but that he has imperfect understanding of certain examples. The teacher may isolate these instances and teach or re-teach to clarify use of isolated items. Specific teaching practices should be brought to bear to meet specific needs as revealed by the TEXLA.

Child A recognizes the use of plural forms but shows uncertainty in the use of /s/ and chooses not to attempt a plural form in /es/ situations. Many opportunities to use the /es/ form should be presented accompanied by specific teaching. A has difficulty recognizing pronoun forms used objectively and also with number. These areas must be clarified on the receptive level before expression is expected. Some additional receptive practice with comparison of adjectives would be useful but A is ready to attempt expressive use of this principle.

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Selected opportunities to practise this should be provided. Some expressive ability in prepositions is apparent. Practise is required and selected examples of those prepositions over which A has receptive control should be used. Stress should be placed on no more than two tenses receptively at this time. Receptive control must be obtained before expression is attempted.

Expressive use of plurals, descriptive adjectives, and forms of "to be" may be expected of B. Continued exposure to receptive examples of prepositions (especially of "beside, behind" and "in front of"), past tense and future tense should be provided. Opportunities to use these expressively should be given. B appears to understand the use of these principles expressively but does not have a firm grasp. Constant reinforcement receptively with planned expressive practice should have beneficial effect. No attempt was made to use present progressive forms despite evident receptive ability. Quite specific teaching on the expressive use of present progressive forms in comparison to past and future forms should be rewarding.

Comparison to Receptive Abilities

Expressive scores and diagnosis should be compared to receptive scores and diagnosis on the same principles. When this is done the diagnostician has relatively complete information on which to base teaching recommendations. The preceding comparisons are drawn from the two examples given earlier and the diagnosis of the work of the same two children based on the Test of Receptive Language Ability (TERLA).

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APPENDIX A

TEST OF EXPRESSIVE LANGUAGE ABILITY (TEXLA)

Name: _Jodi_   Sex: M   (F)

School: _Provincial_   Date: _79_ _4_ _26_

Address: _25 Green St.,_   Birth: _6_ _9_ _26_

Townville   Age: _11_ _7_ _0_

Hearing Loss: R _102_ db. L _109_ db.   Age of Onset: _birth_

TEST RESULTS

	Long Form	Short Form
1. Plural Nouns /s/............................	4 /5	4 /4
2. Plural Nouns /es/...........................	4 /5	4 /4
3. Pronouns...................................	1 /10	/6
4. Descriptive Adjectives.....................	9 /10	6 /6
5. Comparative Adjectives.....................	0 /5	0 /4
6. Superlative Adjectives.....................	0 /5	0 /4
7. Prepositions...............................	7 /10	5 /6
8. Past Tense.................................	6 /10	4 /6
9. Future Tense...............................	4 /10	3 /6
10. Present Progressive Singular..............	0 /5	0 /3
11. Present Progressive Plural................	0 /5	0 /3
12. To be....................................	5 /6	4 /4
13. To have..................................	0 /4	0 /4
TOTAL SCORE	40 /90	32 /60

DIAGNOSTIC SUMMARY: _Severe difficulty with pronouns,_
comparison of adjectives and present progressive.
Well below age level ability.

Administered by: _GB._

G.B. Services, 10 Pinehill Crescent, Toronto, Ontario, M6M 2B6 © 1981

S1. This is a ___dog___.   S2. This is a ___boy___.

No.	Short	Response	Prin.	X	Comments
1.	*	This is a dog. These are ___dogs___.	1		
2.	*	This is a ___big___ bell.	4		
3.	*	This is a girl. These are ___girls___.	1		
4.	*	This is an ___old___ man.	4		
5.	*	The girls ___eats___ the apples.	11	X	used pres. sing.
6.	*	This is a dish. These are ___dishes___.	2		
7.	*	The girls ___will eat___ the apples.	9		
8.	*	This clown is fat. This clown is ___fat___.	5	X	used stimulus
9.	*	This clown is the ___fatter___.	6	X	comparative
10.	*	This is a box. These are ___boxes___.	2		
11.	*	This is a ball. ___The___ is a red ball.	3	X	used article
12.	*	This is a glass. These are ___glasses___.	2		
13.		The glasses ___fall___ off the table.	9	X	stimulus verb
14.	*	The dog is ___on___ the chair.	7		

No.	Short	Response	Prin.	✓/X	Comments
15.	*	The dog is jumping __over__ the fence.	7		
16.	*	The girls __ate__ the apples.	8		
17.		These are dogs. __Thess__ are small dogs.	3	X	Repetition of stimulus
18.	*	The girls __sleep__ in the bed.	8	X	Stimulus verb
19.	*	The girl __write__ on the paper.	10	X	Stimulus verb
20.	*	This is a brush. These are __brushes__.	2		
21.		Martin and I are walking. __The boys__ are happy.	3	X	Article + noun. No pronoun.
22.	*	The boys __jumped__ over the box.	8		
23.	*	The boys __jump__ over the box.	9	X	Stimulus verb
24.		This is a picture of __run__ dogs.	4	X	Description of picture
25.	*	This is a boy. __boy__ is a happy boy.	3	X	Repetition of stimulus
26.	*	This ball is big. This ball is __big__.	5	X	Repetition of stimulus
27.	*	This ball is the __bigger__.	6	X	Comparative for super.
28.	*	The girls saw something funny. It made __funny__ laugh.	3	X	Repetition of stimulus
29.	*	This is a pencil. These are __pencils__.	1		
30.		The glasses __fell__ off the table.	8		

No.	Short	Response	Prin.	✓/X	Comments
31.		The girl __cuted__ the paper.	8	X	Overgeneralization of "ed"
32.	*	This is a car. These are __cars__.	1		
33.		This is a church. These are __churchs__.	2	X	/s/ for /es/
34.		The boy is crying. Someone hit __cry__.	3	X	Repetition of stimulus
35.	*	__I__ am a girl.	3		
36.	*	The girl __is__ sad.	12		
37.	*	This is a girl. __drink__ has a doll.	3	X	Description of picture
38.	*	The boys __will jump__ over the box.	11	X	Future for pres. prog.
39.		This is a boy. These are __laughs__.	1	X	Description of picture
40.	*	I __am__ happy.	12		
41.	*	The boy __sit__ on the chair.	10	X	Stimulus verb
42.		This boy is happy. This boy is __happy__.	5	X	Repetition of stimulus
43.		This girl is the __happ__.	6	X	Repetition of part stim.
44.		The boy __throw__ the ball.	10	X	Stimulus verb
45.		This is a __green__ ball.	4		
46.	*	The book fell __off__ the table.	7		

No.	Short	Response	Prin.	✓ X	Comments
47.	*	This glass is small. This glass is __small__.	5	X	Repetition of stim.
48.	*	This glass is the __small__.	6	X	Repetition of stim.
49.		We __are__ boys.	12		
50.	*	The girls __sleep__ in the bed.	11		? repeated stim.
51.	*	This man is old. This man is __old__.	5	X	Repetition of stim.
52.	*	This man is the __oldert__.	6	X	Comparative?
53.	*	The girl __worte__ "A" with her pencil.	8		
54.	*	This is a __small__ frog.	4		
55.		The girl is sad. Someone hit __sad__.	3	X	Repetition of stim.
56.		The ring is not on. It is __off__.	7		
57.	*	This is a __happy__ boy.	4		
58.		The girls __are drink__ the water.	11	X	forgot "ing"
59.		The boy is __hrihine__ the chair.	7	X	
60.	*	This is a picture of __five__ balls.	4		
61.	*	The girls are tired. They __are sleeped__ in the bed.	9	X	-correct auxiliary -"ed" ending
62.		The glasses __fall__ down.	11		? repeated stim.

No.	Short	Response	Prin.	✓ X	Comments
63.	*	The boy ___draw___ a tree.	10	X	stimulus verb
64.		The girl ___cut___ the paper.	10	X	stimulus verb
65.	*	The boy ___draw___ a tree.	8	X	stimulus verb
66.	*	The dog is ___br hine___ the chair.	7	X	
67.	*	The girl has a pencil. She ___will write___ her name.	9		
68.	*	The boy ___pencil___ an apple.	13	X	no verb
69.	*	The boy is ___bi hne___ the bed.	7	X	
70.		The girl has scissors. She ___will cut___ the paper.	9		
71.	*	The boy ___sat___ on the chair.	8		
72.	*	The children ___are___ apples.	13	X	used "to be"
73.		The girls ___drank___ the water.	8		
74.	*	The boy is walking to the chair. He ___sit___ on it.	9	X	stimulus verb
75.	*	The dog ___is___ small.	12		
76.	*	I ___am___ happy.	12		
77.		The dogs ___over___ small.	12	X	no verb: prep.
78.		The boy ___throw___ the ball.	8	X	stimulus verb
79.	*	This is a ___fat___ clown.	4		

No.	Short	Response	Prin.	✓ X	Comments
80.	*	Mary and I have apples. Mommy gave them to __apples__.	3	X	stimulus used
81.		The boy __throw__ the ball.	9	X	stimulus verb
82.		This is a __purple__ ball.	4		
83.		The sock is __on__ the foot.	7		
84.	*	The boy has a pencil. He __will draw__ a picture.	9		
85.	*	The boy is __in__ the wagon.	7		
86.	*	The girl __sit__ a doll.	13	X	describes picture
87.		This is a __brken__ glass.	4		
88.		The girls have some water. They __drink__ the water.	9	X	stimulus verb
89.	*	The dog is __under__ the fence.	7		
90.	*	The girls __drink__ dolls.	13	X	

APPENDIX B

Table 7

Means and Standard Deviations for Grade One Hearing
Subjects on TEXLA and TEXLA SHORT

Principle	TEXLA		TEXLA SHORT	
	Mean	Standard Deviation	Mean	Standard Deviation
Plural nouns /s/	4.54	0.702	3.77	0.437
Plural nouns /es/	2.53	2.125	2.12	1.728
Pronouns	6.59	1.698	4.41	1.121
Descriptive Adjectives	9.65	0.606	5.88	0.332
Comparative Adjectives	2.41	2.238	2.06	1.853
Superlative Adjectives	4.18	1.629	3.41	1.326
Prepositions	8.59	1.121	5.59	0.712
Past Tense	4.88	2.690	2.71	1.611
Future Tense	4.12	3.516	2.29	2.024
Present Progressive Singular	2.59	1.938	1.65	1.169
Present Progressive Plural	3.59	1.004	2.00	0.707
To Be	5.59	0.507	4.00	0.000
To Have	2.88	0.993	2.88	0.993

Table 8

Means and Standard Deviation Scores by Age for Hearing Impaired Subjects on TEXLA

Principle	7 years		8 years		9 years	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Pluran Nouns /s/	1.43	1.6183	4.09	1.5136	4.21	1.4769
Plural Nouns /es/	0.14	0.3780	1.64	1.9633	2.21	1.9682
Pronouns	0.29	0.7559	0.73	0.7862	2.21	2.5170
Descriptive Adjectives	3.00	2.0817	7.46	2.6595	7.21	2.3916
Comparative Adjectives	0.00	0.0000	0.82	1.4709	1.43	1.9890
Superlative Adjectives	0.14	0.3780	0.91	1.6404	1.93	2.3685
Prepositions	1.14	1.8645	5.09	1.3003	5.43	2.6228
Past Tense	0.86	0.6901	3.64	3.2023	4.64	3.5215
Future Tense	0.14	0.3780	2.36	4.0564	5.21	4.0796
Present Progressive Singular	0.00	0.0000	1.27	1.7373	2.57	2.1738
Present Progressive Plural	2.43	1.9024	0.46	1.2136	2.36	1.9457
To Be	0.29	0.4880	1.55	1.3685	3.71	2.33
To Have	0.00	0.0000	0.55	1.2136	1.00	1.5191

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Table 8 (cont'd)

Means and Standard Deviation Scores by Age for Hearing Impaired Subjects on TEXLA

Principle	10 years		11 years		12 years	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Plural Nouns /s/	4.58	0.7930	4.60	0.5164	5.00	0.0000
Plural Nouns /es/	3.58	1.7816	3.90	1.8529	4.00	1.4142
Pronouns	2.08	1.3114	2.60	2.5473	2.91	2.9818
Descriptive Adjectives	8.58	0.6686	7.60	2.2211	8.36	1.1201
Comparative Adjectives	2.00	2.0000	2.30	2.2632	3.27	1.7939
Superlative Adjectives	2.08	2.1933	2.40	2.0656	2.91	1.8684
Prepositions	7.33	1.6697	7.20	2.3944	9.27	0.7862
Past Tense	5.75	2.3789	6.20	3.4254	6.91	2.3856
Future Tense	6.08	3.3967	6.00	3.5277	6.82	2.7863
Present Progressive Singular	1.42	2.0207	2.20	2.2509	2.36	2.1574
Present Progressive Plural	2.42	2.1515	2.20	2.1499	2.55	2.2074
To Be	4.75	1.3568	4.30	1.7670	3.64	1.7477
To Have	1.83	1.3371	1.20	1.6193	0.73	0.7862

Table 9

Means and Standard Deviation Scores by Age for Hearing Impaired Subjects on TEXLA SHORT

Principle	7 years		8 years		9 years	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Plural Nouns /s/	1.00	1.1547	3.36	1.2060	3.43	1.1579
Plural Nouns /es/	0.14	0.3780	1.55	1.8091	1.86	1.5619
Pronouns	0.14	0.3800	0.73	0.7862	1.36	1.3363
Descriptive Adjectives	1.57	1.3973	4.27	1.7939	4.29	1.5407
Comparative Adjectives	0.00	0.0000	0.82	1.4709	1.29	1.7289
Superlative Adjectives	0.14	0.3780	0.82	1.4013	1.64	1.9848
Prepositions	0.86	1.4639	3.09	1.0445	3.57	1.6968
Past Tense	0.71	0.4880	2.64	1.9117	3.07	2.0926
Future Tense	0.14	0.3780	1.46	2.5045	3.14	2.4763
Present Progressive Singular	0.00	0.0000	1.00	1.2649	1.57	1.2839
Present Progressive Plural	1.43	1.2724	0.27	0.6467	1.29	1.1387
To Be	0.14	0.3780	1.46	1.1282	2.64	1.5495
To Have	0.00	0.0000	0.55	1.2136	1.00	1.5191

Table 9 (cont'd)

Means and Standard Deviation Scores by Age for Hearing Impaired Subjects on TEXLA SHORT

Principle	10 years		11 years		12 years	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Plural Nouns /s/	3.75	0.4523	3.90	0.3162	4.00	0.0000
Plural Nouns /es/	3.00	1.4771	3.30	1.4944	3.46	1.0357
Pronouns	1.50	0.6742	1.80	1.5492	2.00	1.8974
Descriptive Adjectives	5.50	0.5222	4.80	1.4757	5.55	0.6876
Comparative Adjectives	1.58	1.8320	2.10	2.0248	3.09	1.6404
Superlative Adjectives	1.67	1.8257	2.20	1.8135	2.73	1.6787
Prepositions	5.08	0.9003	4.90	1.4491	5.64	0.6742
Past Tense	3.67	1.4975	3.80	2.0976	3.82	1.4709
Future Tense	3.50	2.0671	3.60	1.9551	4.27	1.7939
Present Progressive Singular	0.83	1.1934	1.30	1.4181	1.27	1.2721
Present Progressive Plural	1.33	1.3707	1.30	1.3375	1.55	1.3685
To Be	3.42	0.7930	3.10	1.2867	2.46	1.1282
To Have	1.83	1.3371	1.20	1.6193	0.73	0.7862

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Table 10

Analysis of Variance for Differences Between

Age Groups 7,8,9,10,11,12 for TEXLA

Source	ss	df	MS	F	Sig.
Between Groups	14143.6477	5	2828.795	9.701	0.0000
Among Groups	17204.5748	59	291.6028		
Total	31348.2188	64			

Table 11

Analysis of Variance for Differences Between

Age Groups 7,8,9,10,11,12 for TEXLA SHORT

Source	ss	df	MS	F	Sig.
Between Groups	6925.9055	5	1385.1809	9.768	0.0000
Among Groups	8366.6317	59	141.8073		
Total	15292.5352	64			

Figure 1

Homogenous Subsets[1] Showing Source of Variation by Age Groups for TEXLA

Subset 1

Group	7	8
Mean	9.86	30.55

Subset 2

Group	8	9
Mean	30.55	44.14

Subset 3

Group	9	10	11	12
Mean	44.14	52.50	52.70	58.73

Homogenous Subsets[1] Showing Source of Variation by Age Groups for TEXLA SHORT

Subset 1

Group	7
Mean	6.29

Subset 2

Group	8	9
Mean	22.00	30.14

Subset 3

Group	9	10	11	12
Mean	30.14	36.67	37.30	40.55

[1]Duncan Multiple Range (Subsets of groups whose highest and lowest means do not differ by more than the shortest significant range for a subset of that size)

APPENDIX C

Table 12

Percentile Ranks and Stanines Corresponding to Raw Scores for Age 7 on TEXLA

Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine
22	87.0	9	12	66.8	5
21	84.6	8	11	65.2	5
20	82.2	7	10	63.6	4
19	79.8	7	9	62.0	4
18	77.4	6	8	56.0	4
17	75.0	6	7	50.0	3
16	73.3	6	6	40.5	3
15	71.6	5	5	31.0	2
14	70.0	5	4	12.0	1
13	68.4	5			

Table 13

Percentile Ranks and Stanines Corresponding to Raw Scores for Age 8 on TEXLA

Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine
58	91.0	9	42	84.9	6	26	34.7	4
57	90.6	9	41	84.5	6	25	33.0	4
56	90.2	8	40	84.1	6	24	24.0	4
55	89.8	8	39	83.8	6	23	22.9	3
54	89.4	8	38	83.4	5	22	21.8	3
53	89.0	8	37	83.0	5	21	20.6	3
52	88.6	7	36	78.8	5	20	19.4	3
51	88.2	7	35	74.5	5	19	18.3	3
50	87.9	7	34	70.3	5	18	17.1	3
49	87.5	7	33	66.0	5	17	16.0	2
48	87.1	7	32	45.0	5	16	14.4	2
47	86.8	6	31	43.2	5	15	12.8	2
46	86.4	6	30	41.5	5	14	11.2	2
45	86.0	6	29	39.8	4	13	9.6	1
44	85.6	6	28	38.1	4	12	8.0	1
43	85.2	6	27	36.4	4			

Table 14

Percentile Ranks and Stanines Corresponding to Raw Scores for Age 9 on TEXLA

Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine
81	93.0	9	56	69.5	6	31	32.0	4
80	91.3	9	55	67.8	6	30	31.0	4
79	89.5	9	54	66.0	6	29	30.0	4
78	87.8	8	53	59.0	6	28	29.0	4
77	86.0	8	52	56.3	6	27	28.0	4
76	85.4	8	51	54.0	5	26	27.0	4
75	84.9	8	50	51.3	5	25	26.0	4
74	84.3	8	49	49.0	5	24	24.3	4
73	83.7	7	48	48.3	5	23	22.5	3
72	83.2	7	47	47.7	5	22	20.8	3
71	82.6	7	46	47.0	5	21	19.0	3
70	82.1	7	45	46.3	5	20	18.1	3
69	81.5	7	44	45.7	5	19	17.3	3
68	81.2	7	43	45.0	5	18	16.4	3
67	80.6	7	42	44.3	5	17	15.6	3
66	80.1	7	41	43.7	5	16	14.7	3
65	79.5	7	40	43.0	5	15	13.9	3
64	79.0	6	39	42.3	5	14	13.0	2
63	78.0	6	38	41.6	5	13	12.0	2
62	77.0	6	37	41.0	5	12	11.0	2
61	76.0	6	36	40.3	4	11	10.0	2
60	75.0	6	35	39.7	4	10	9.0	2
59	74.0	6	34	39.0	4	9	8.0	1
58	73.0	6	33	36.0	4	8	7.0	1
57	71.3	6	32	33.0	4	7	6.0	1

Table 15

Percentile Ranks and Stanines Corresponding to Raw Scores for Age 10 on TEXLA

Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine
79	92.0	9	63	74.2	6	47	32.0	4
78	91.1	9	62	73.7	6	46	29.0	4
77	90.2	8	61	73.1	6	45	26.0	4
76	89.3	8	60	72.5	6	44	24.9	4
75	88.4	8	59	71.9	6	43	23.8	4
74	87.6	7	58	71.3	5	42	22.7	4
73	86.7	7	57	70.7	5	41	21.6	3
72	85.8	7	56	70.2	5	40	20.5	3
71	84.9	7	55	69.6	5	39	19.4	3
70	84.0	7	54	69.0	5	38	18.3	3
69	82.0	7	53	57.0	5	37	17.2	3
68	80.0	7	52	53.3	5	36	16.1	3
67	78.0	6	51	49.7	5	35	15.0	2
66	76.0	6	50	46.0	5	34	13.0	2
65	75.4	6	49	38.0	4	33	11.0	2
64	74.8	6	48	35.0	4	32	9.0	1
						31	7.0	1

Table 16

Percentile Ranks and Stanines Corresponding to Raw Scores for Age 11 on TEXLA

Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine
87	90.0	9	63	60.4	6	39	26.0	4
86	89.3	9	62	59.o	6	38	25.0	4
85	88.7	9	61	57.8	6	37	24.0	4
84	88.1	8	60	56.6	6	36	23.0	4
83	87.4	8	59	55.3	6	35	22.0	4
82	86.8	8	58	54.0	5	34	21.0	4
81	86.1	8	57	53.0	5	33	20.0	5
80	85.5	8	56	52.1	5	32	19.0	4
79	84.9	7	55	51.2	5	31	18.0	3
78	84.2	7	54	50.3	5	30	17.4	3
77	83.6	7	53	49.4	5	29	16.8	3
76	82.9	7	52	48.5	5	28	16.2	3
75	82.3	7	51	47.6	5	27	15.6	3
74	81.6	7	50	46.8	5	26	15.0	3
73	81.0	7	49	45.9	5	25	14.4	3
72	79.9	7	48	45.0	5	24	13.8	3
71	78.4	6	47	43.2	5	23	13.2	2
70	77.1	6	46	41.4	5	22	12.6	2
69	75.8	6	45	39.6	4	21	12.0	2
68	74.6	6	44	37.8	4	20	11.4	2
67	73.3	6	43	36.0	4	19	10.8	2
66	72.0	6	42	33.0	4	18	10.2	1
65	63.0	6	41	30.0	4	17	9.6	1
64	61.7	6	40	27.0	4	16	9.0	1

Table 17

Percentile Ranks and Stanines Corresponding to Raw Scores for Age 12 on TEXLA

Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine	Raw Score	%ile Rank	Stanine
82	91.0	9	66	56.7	6	49	35.0	4
81	89.5	9	65	55.4	6	48	34.0	4
80	88.0	8	64	54.1	6	47	33.0	4
79	86.5	8	63	52.8	6	46	24.0	4
78	85.0	8	62	51.6	5	45	23.1	4
77	83.5	7	61	50.3	5	44	22.2	4
76	82.0	7	60	49.0	5	43	21.3	3
75	80.5	7	59	47.4	5	42	20.4	3
74	79.0	7	58	45.8	5	41	19.6	3
73	74.6	7	57	44.2	5	40	18.7	3
72	70.3	7	56	42.6	5	39	17.8	3
71	66.0	6	55	41.0	5	38	16.9	3
70	64.0	6	54	40.0	5	37	16.0	2
69	62.0	6	53	39.0	5	36	14.0	2
68	60.0	6	52	38.0	4	35	12.0	2
67	58.0	6	51	37.0	4	34	10.0	1
			50	36.0	4	33	8.0	1

TEST ITEMS
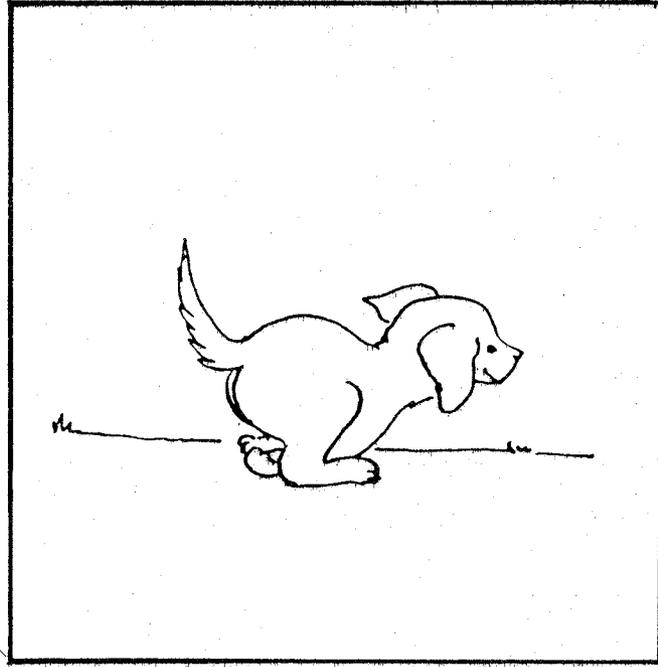
This is a _____.
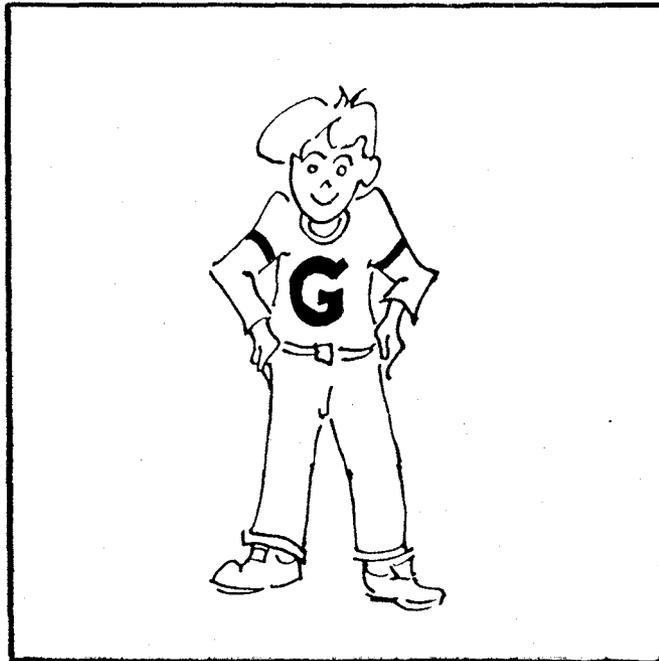
This is a _____.
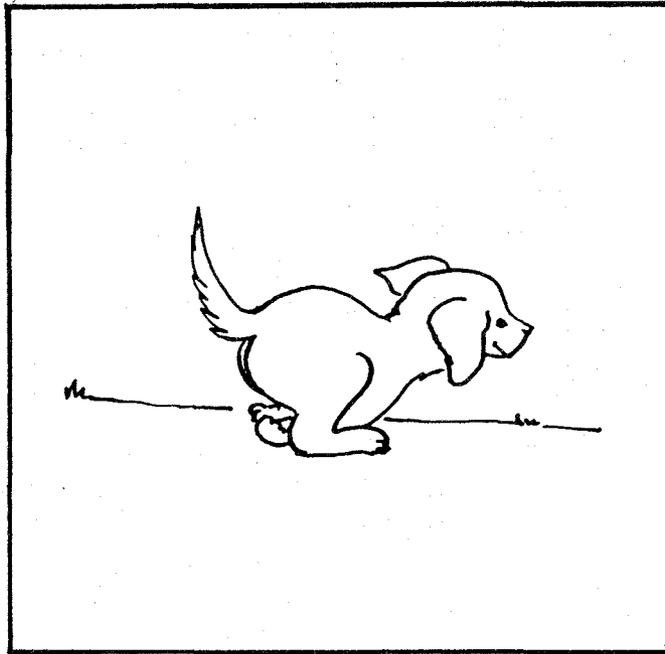
This is a dog.
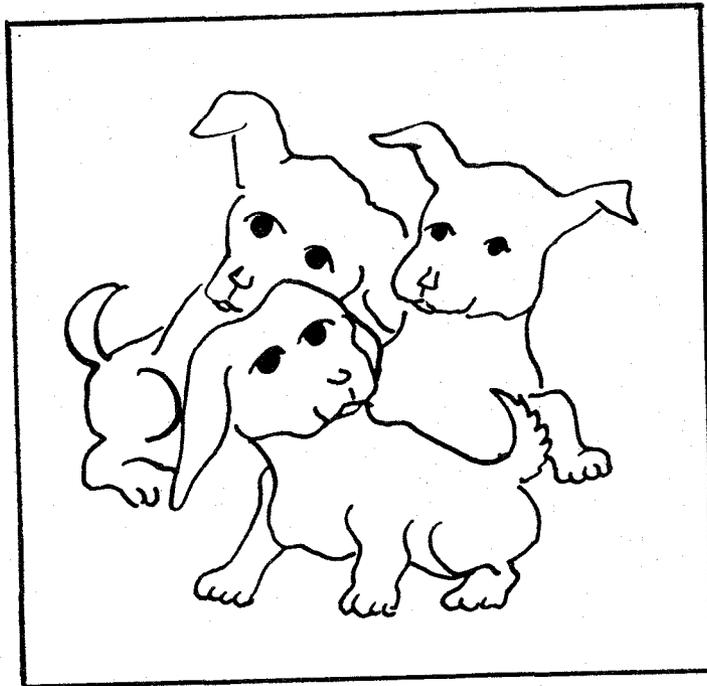
These are _____.
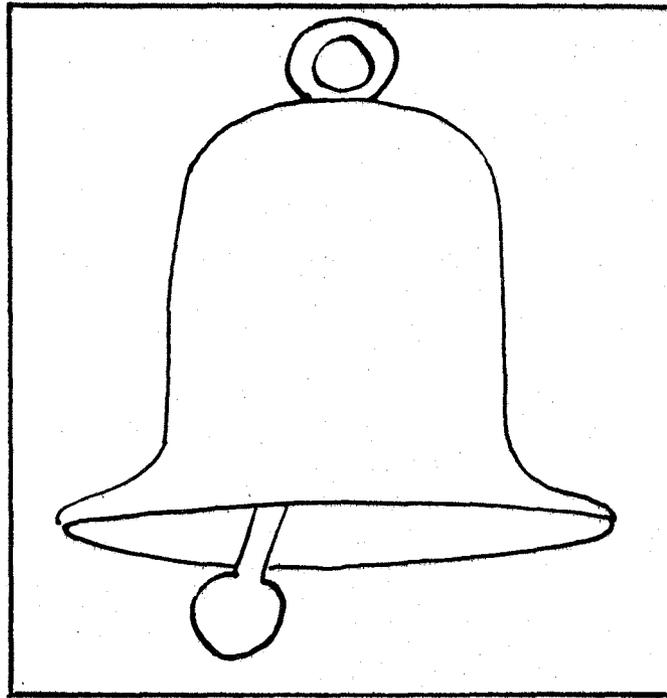
This is a _____ bell.

This is a girl.

These are _____.
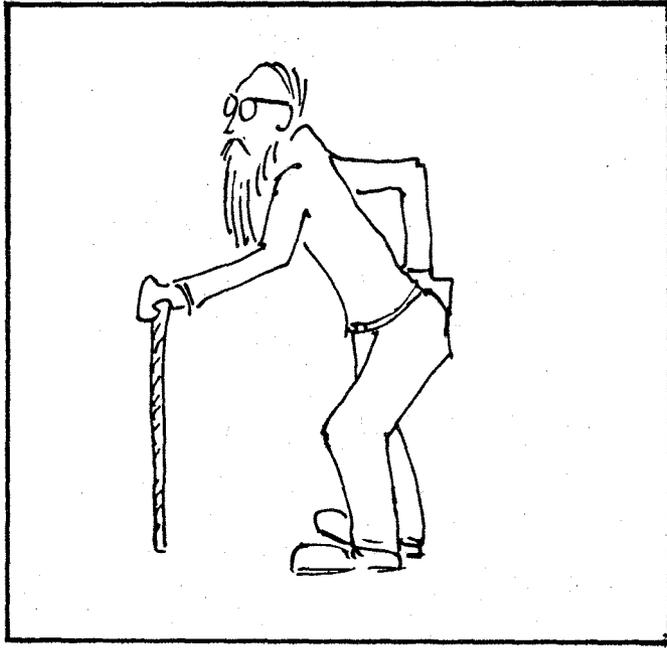
This is an _____ man.

eat
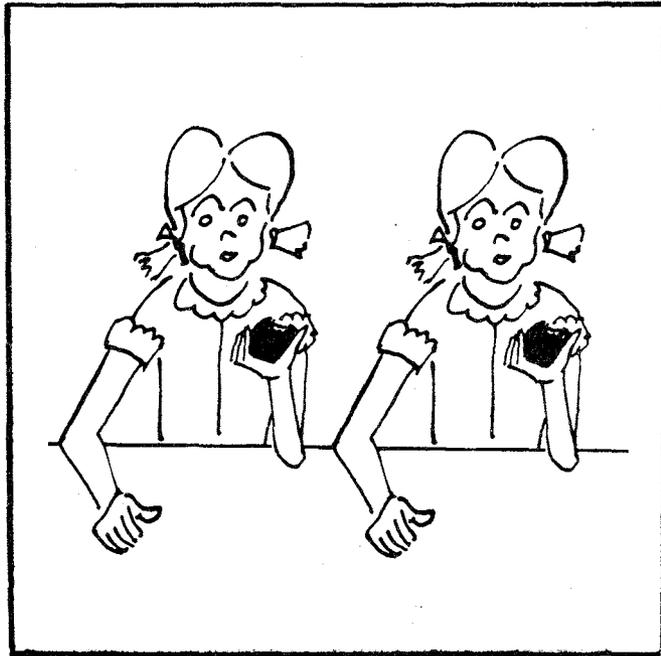
The girls _____ the apples.

*9

This is a dish.

These are _____.

eat
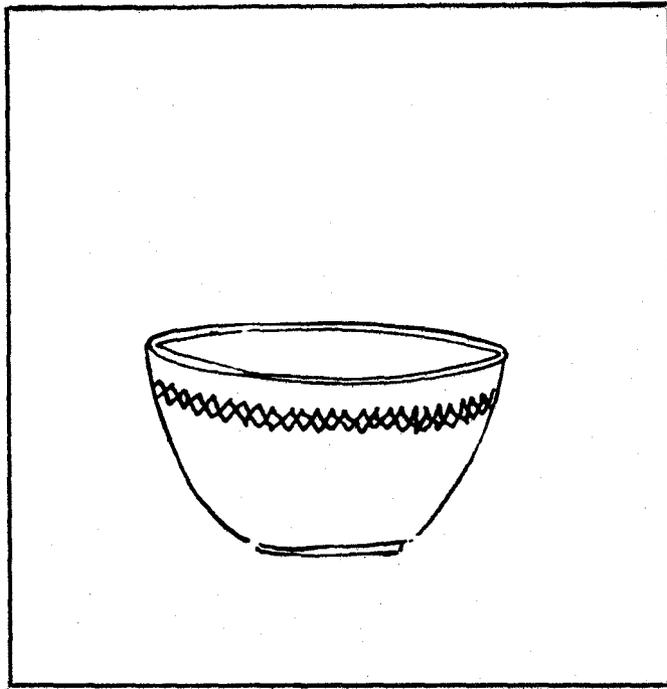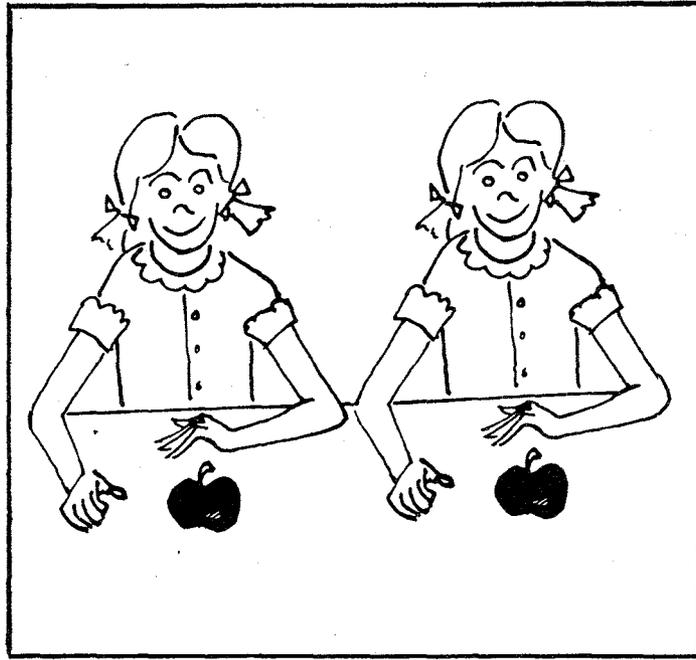
The girls _____ the apples.

*b

*8

This clown is fat.

This clown is _____.

This clown is

the _____.
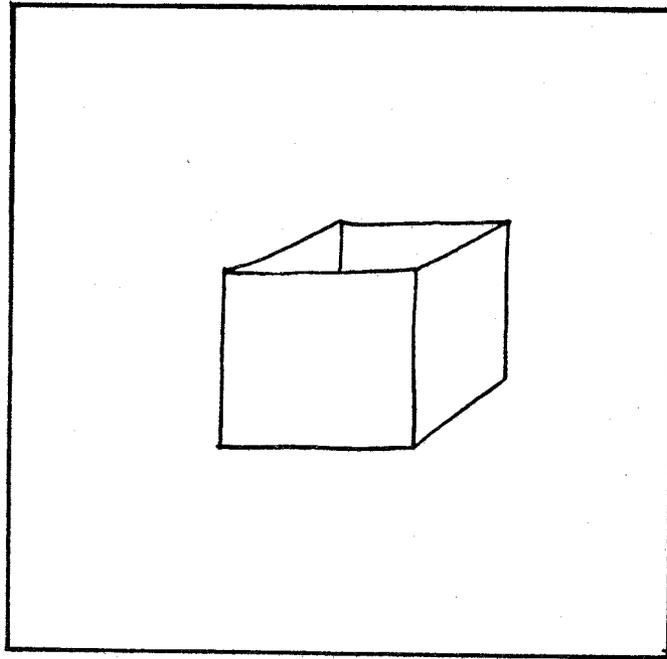
This is a box.
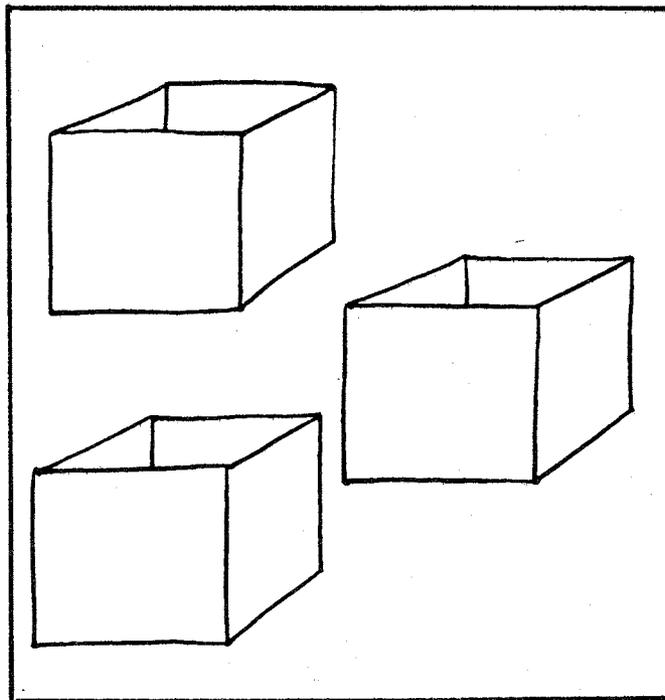
These are _____ .
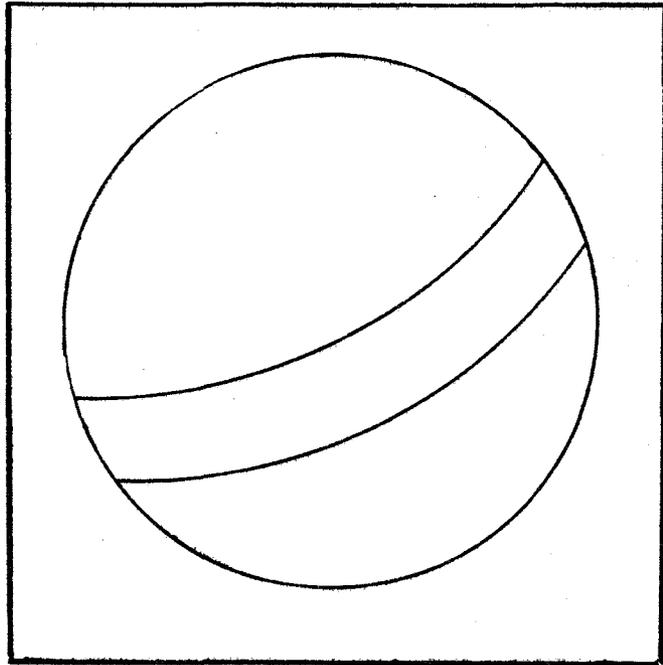
This is a ball.

———— is a red ball.
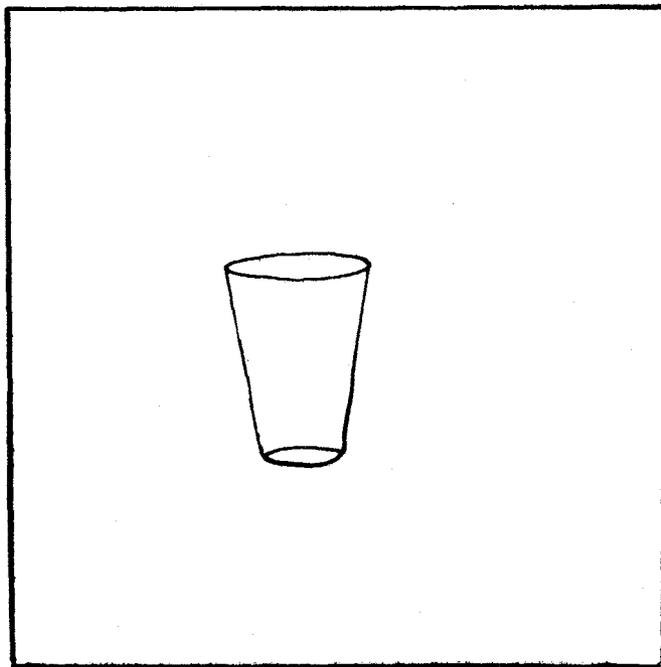
This is a glass.
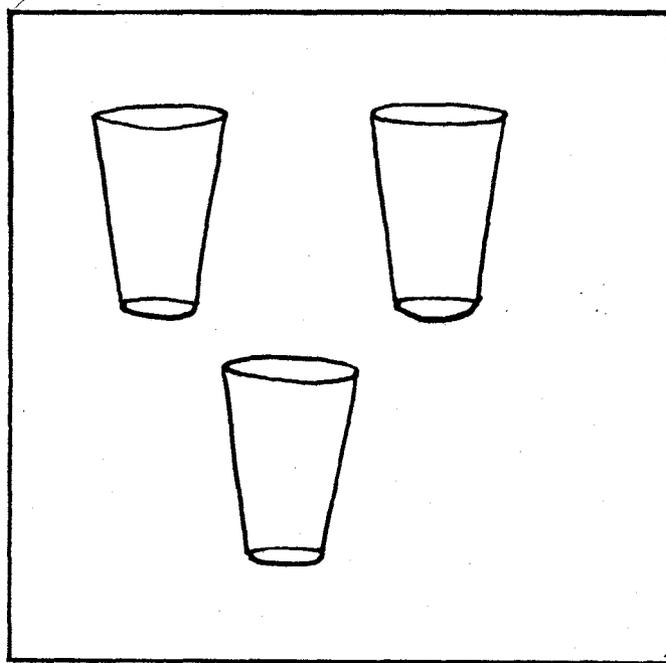
These are _____.
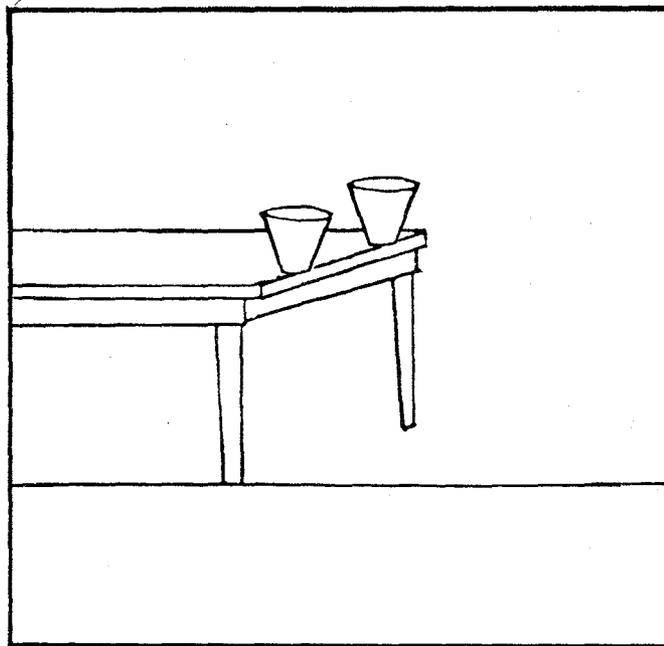
fall

The glasses _____ off the table.
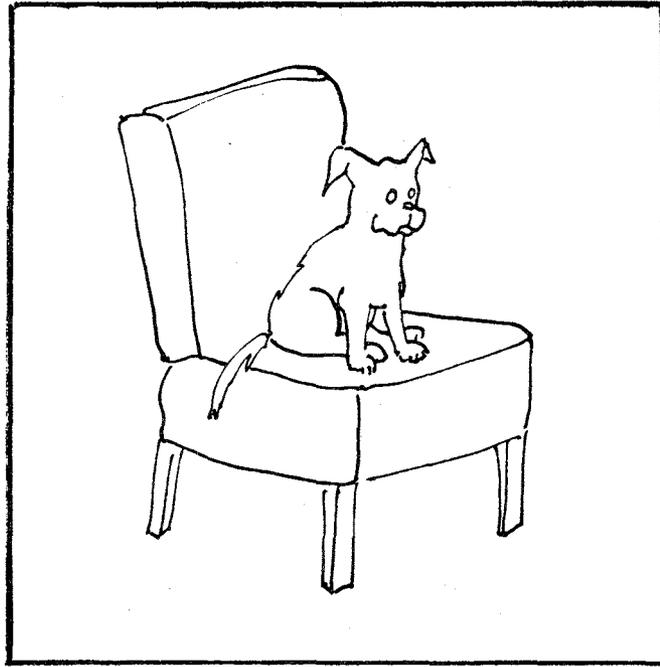
The dog is _____ the chair.
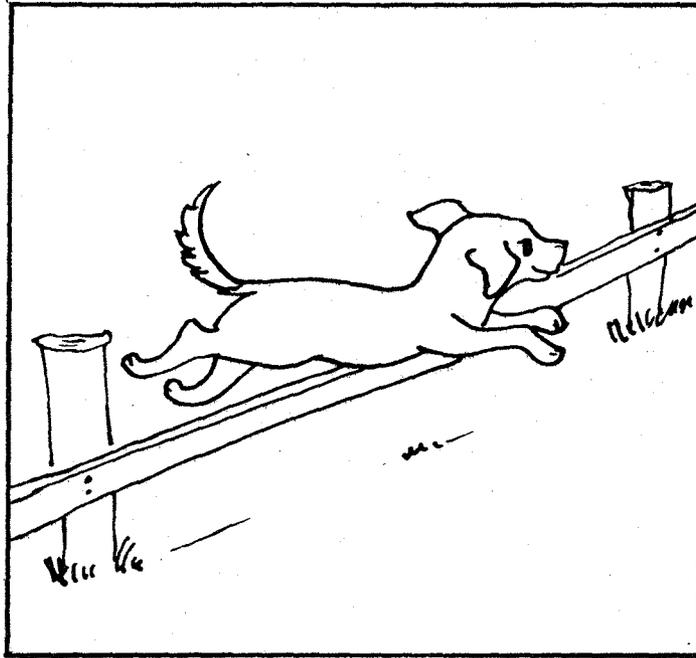
The dog is jumping _____ the fence.

eat
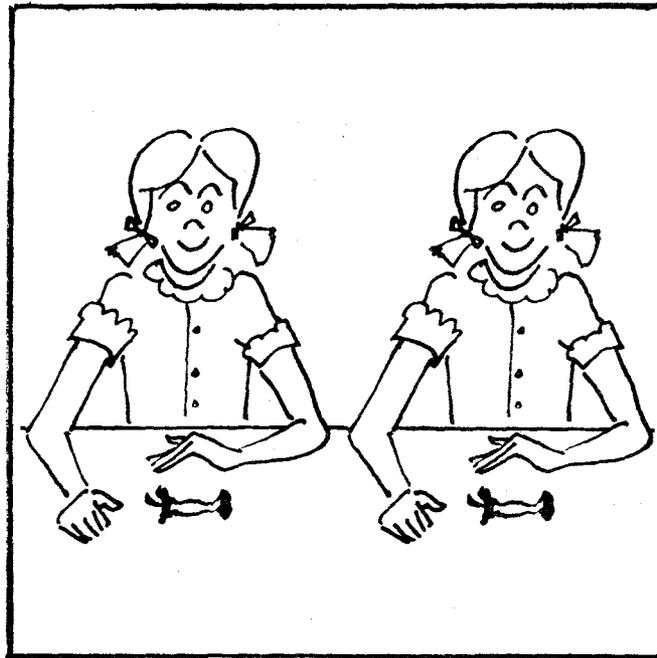
The girls _____ the apples.
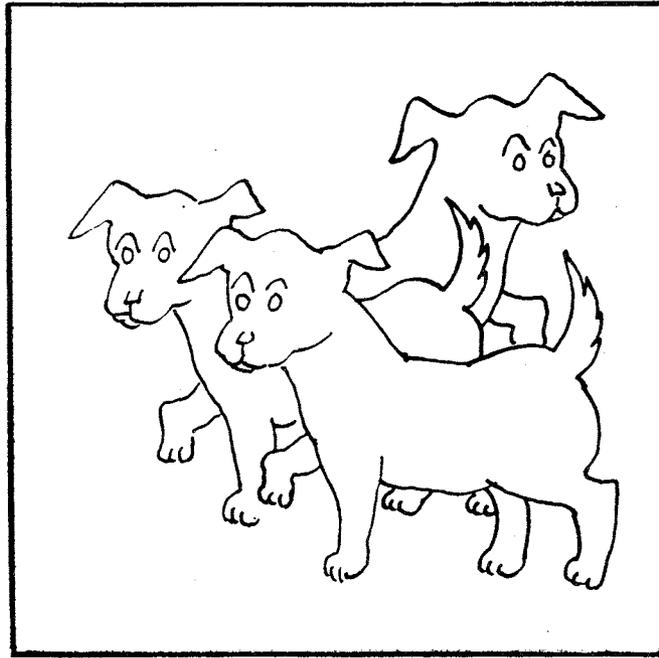
These are dogs.

_____ are small dogs.
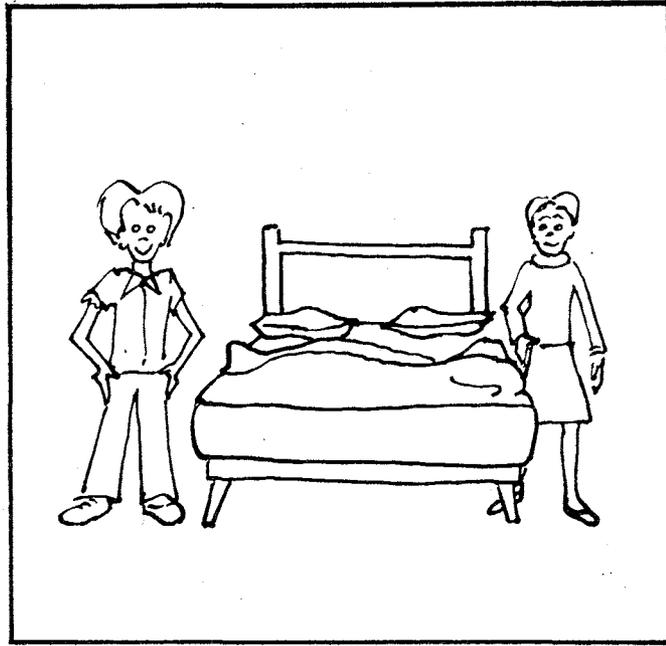
sleep

The girls ———— in the bed.
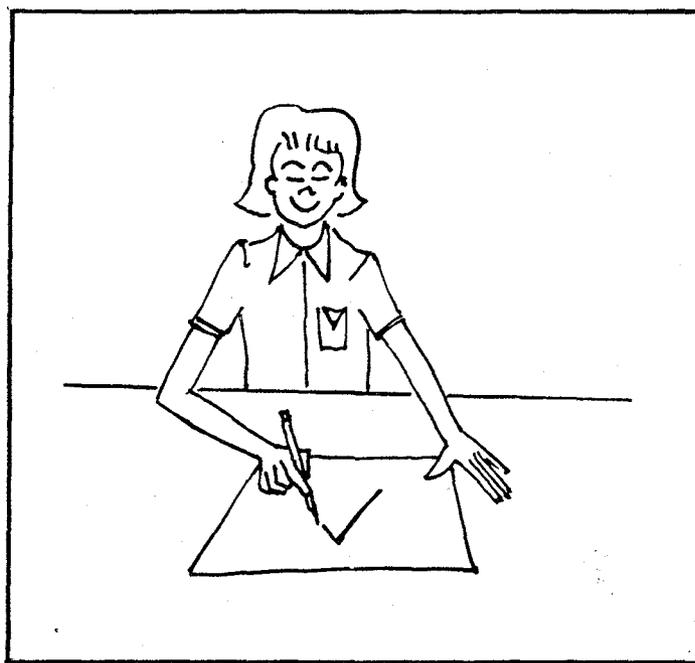
write

The girl _____ on the paper.
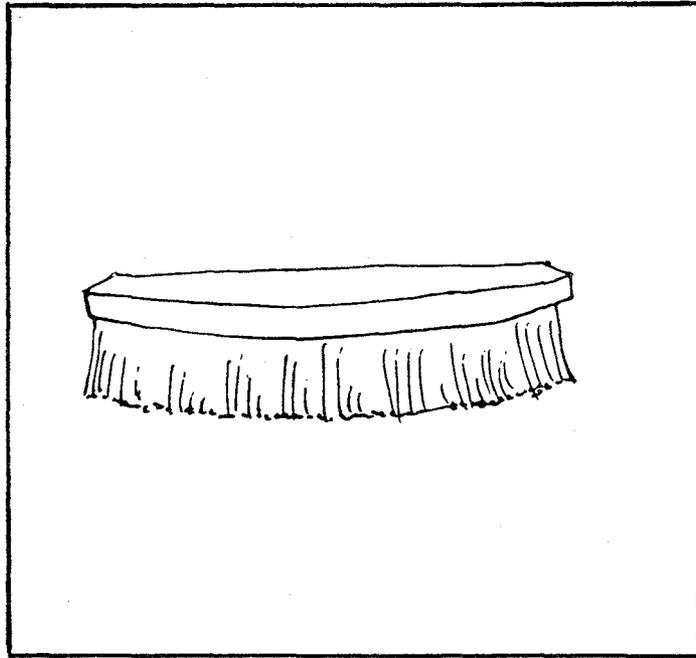
This is a brush.
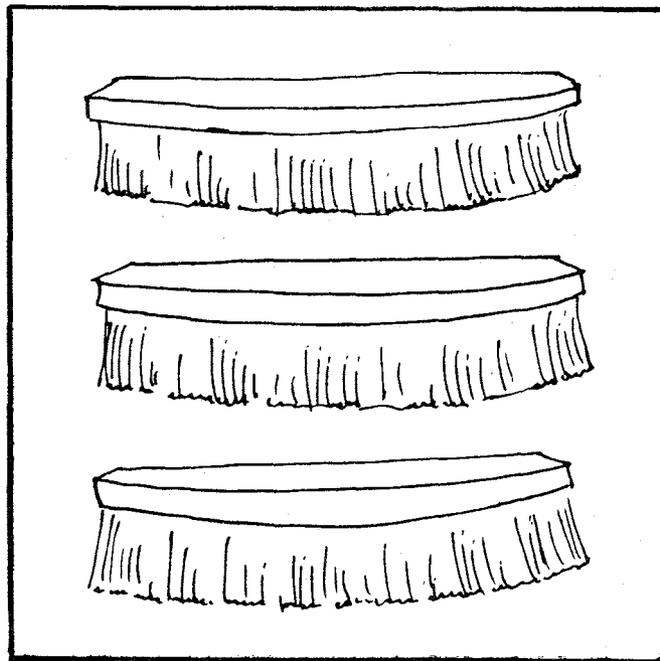
These are _____.
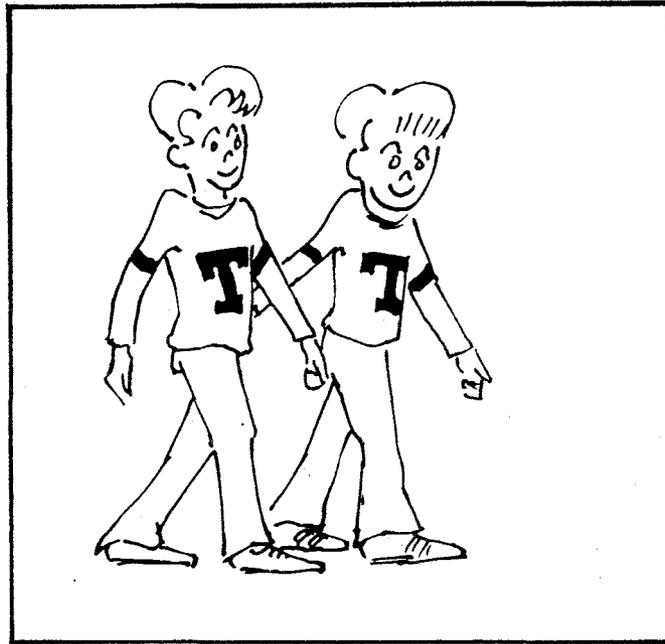
Martin and I are walking.

_____ are happy.
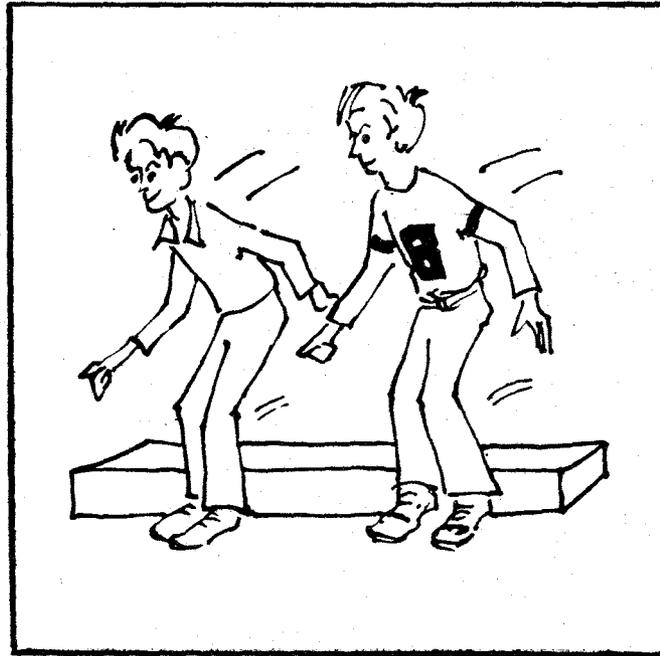
jump

The boys _____ over the box.
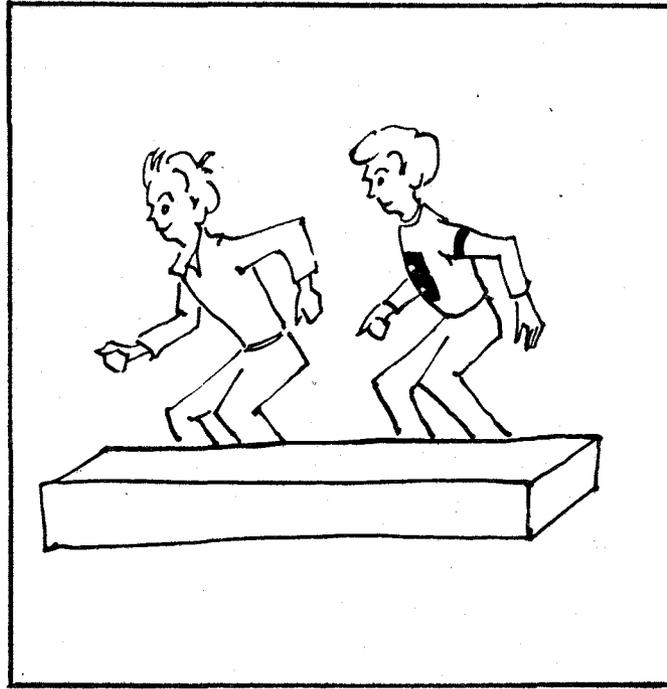
jump

The boys _____ over the box.
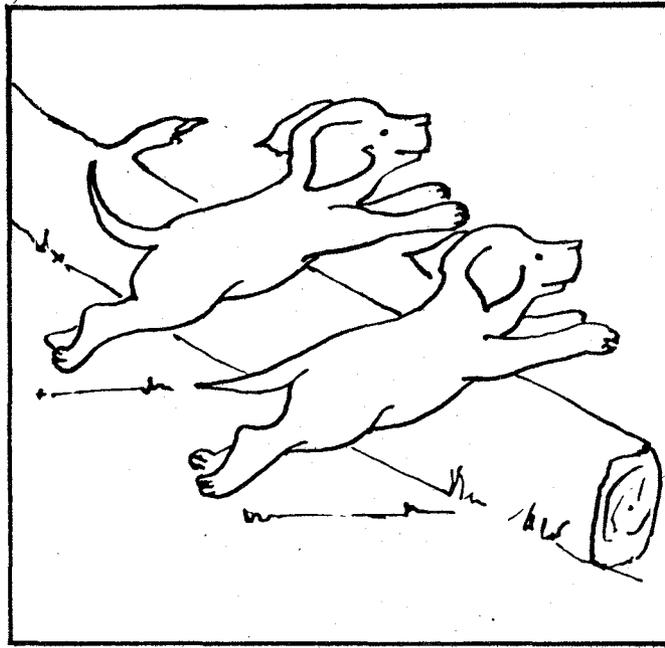
This is a picture of _____ dogs.
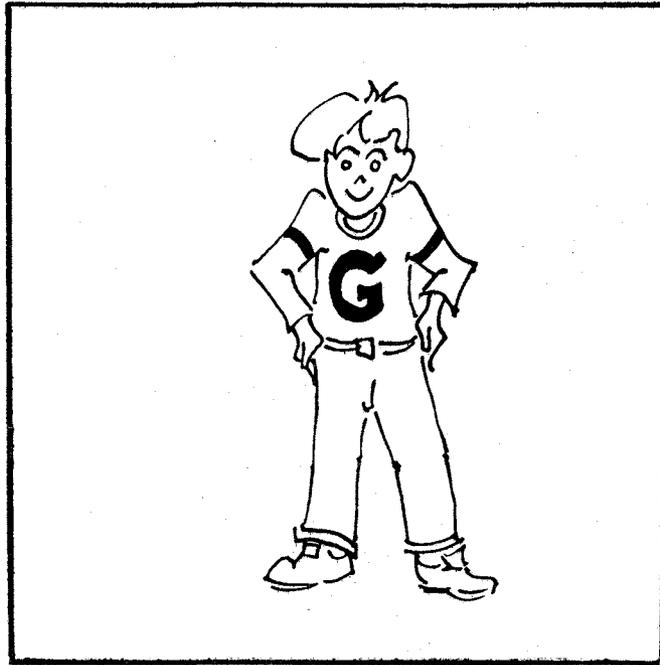
This is a boy.

_____ is a happy boy.
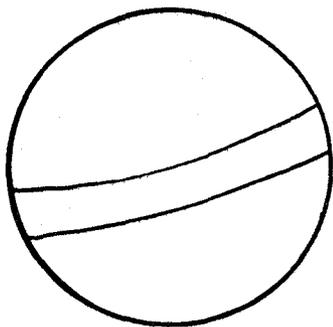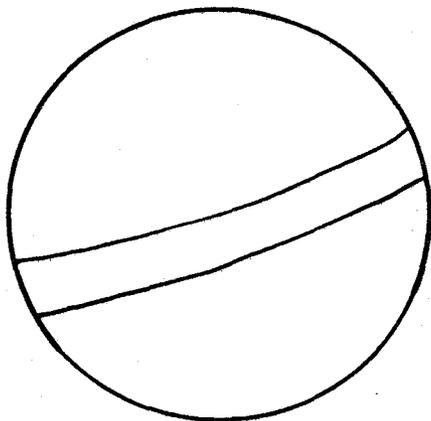
This ball is big.
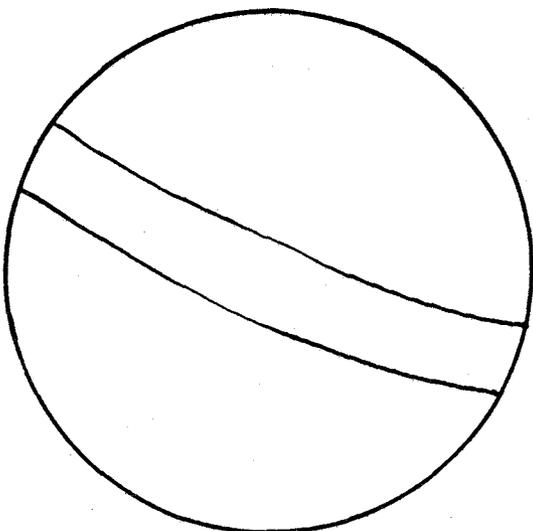
This ball is _____.

This ball is

the _____.

The girls saw something funny.

It made _____ laugh.
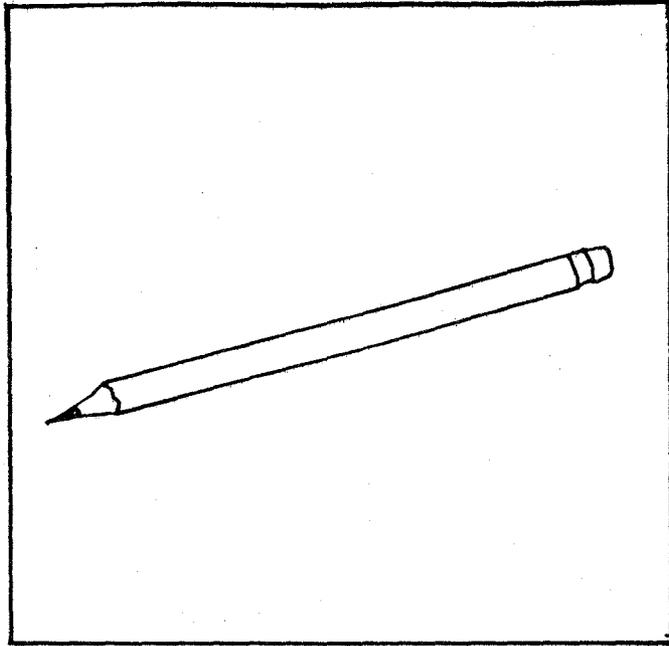
This is a pencil.
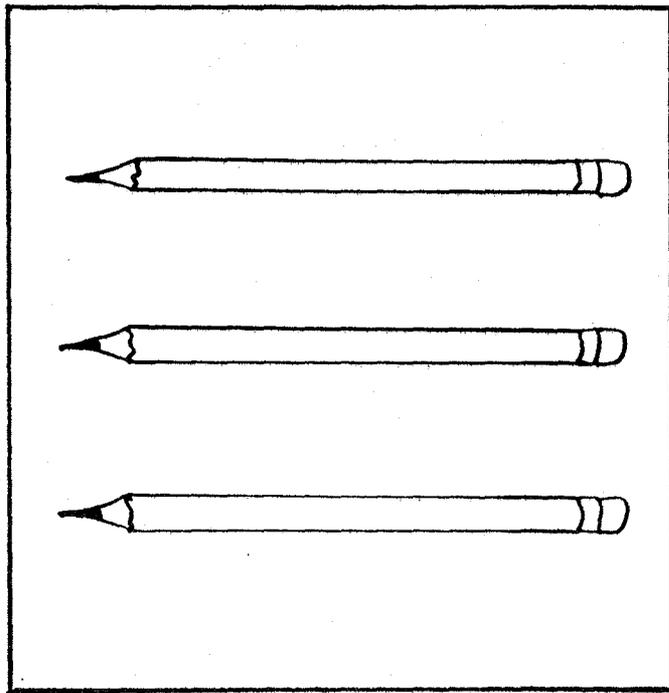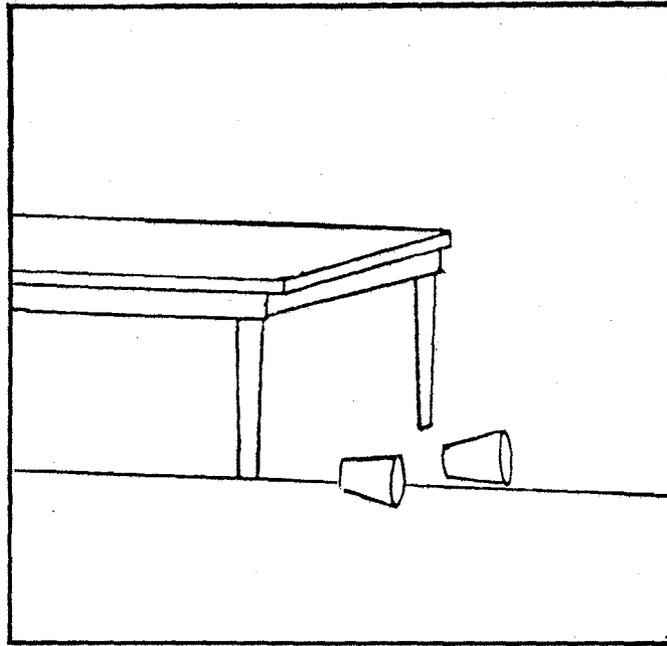
These are _____.

fall

The glasses _____ off the table.

cut

The girl _____ the paper.
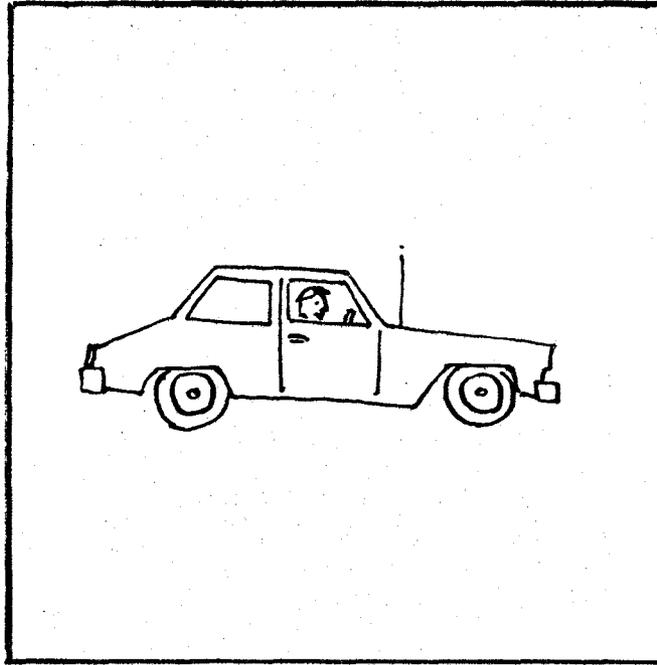
This is a car.
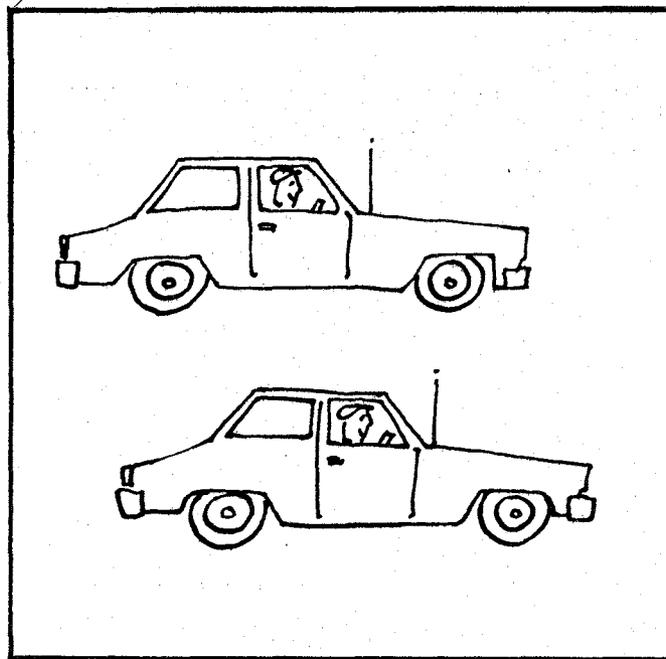
These are _____.
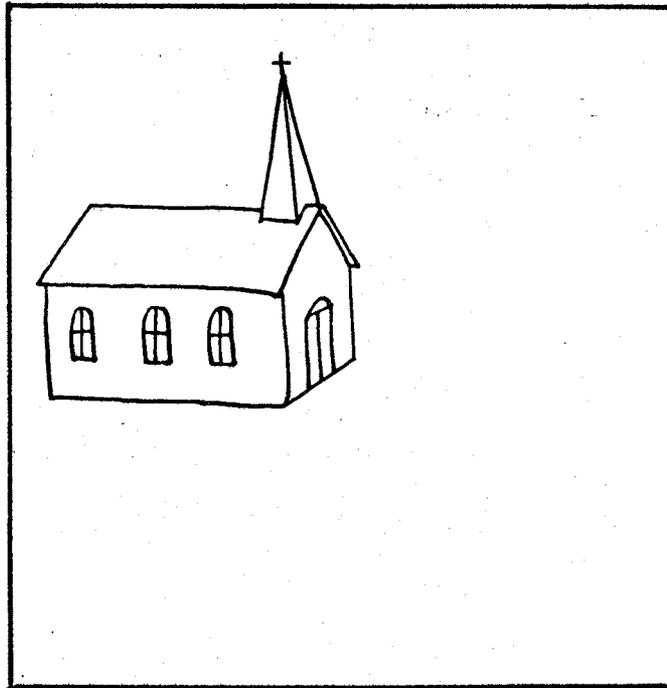
This is a church.
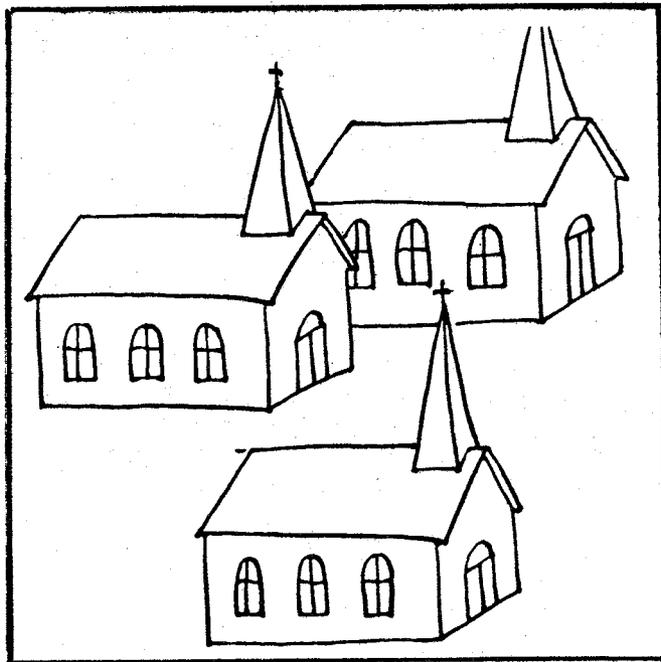
These are _____.
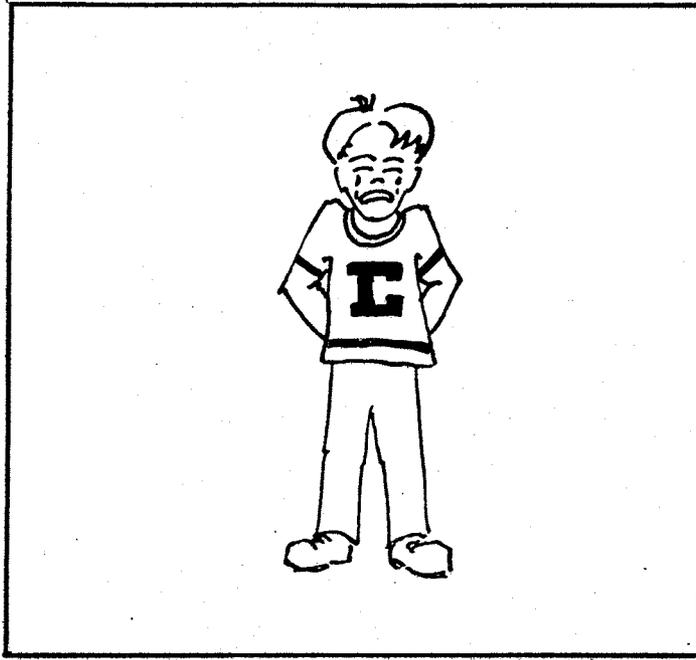
The boy is crying.

Someone hit _____.
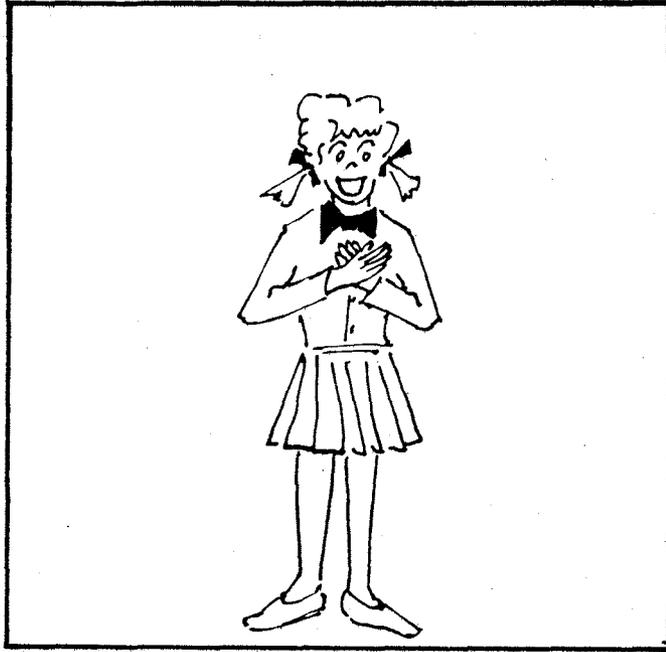
———— am a girl.
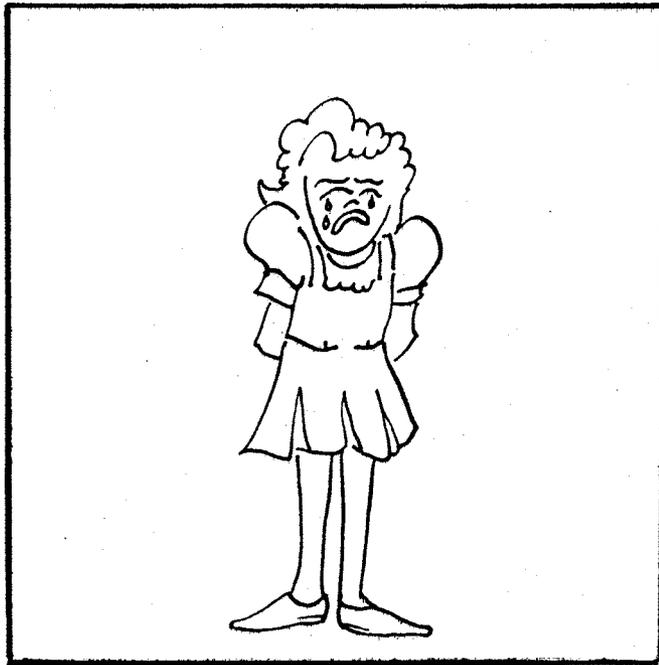
The girl _____ sad.
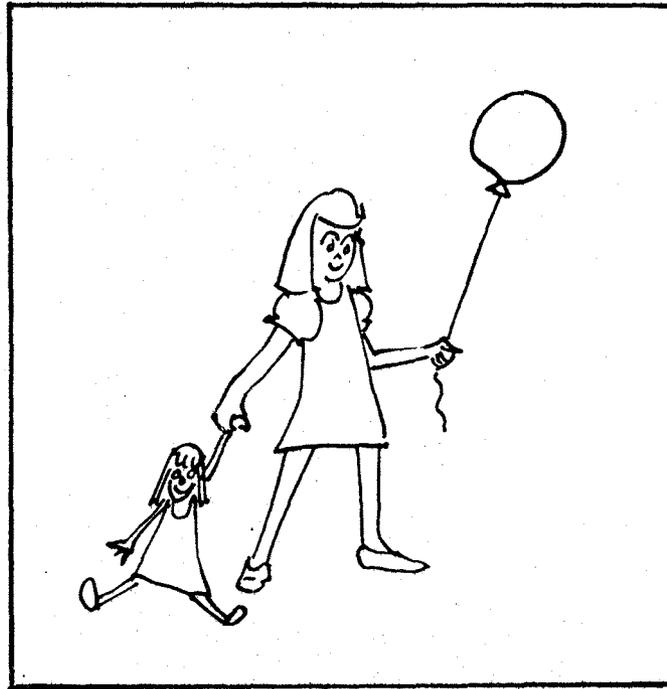
This is a girl.

_____ has a doll.
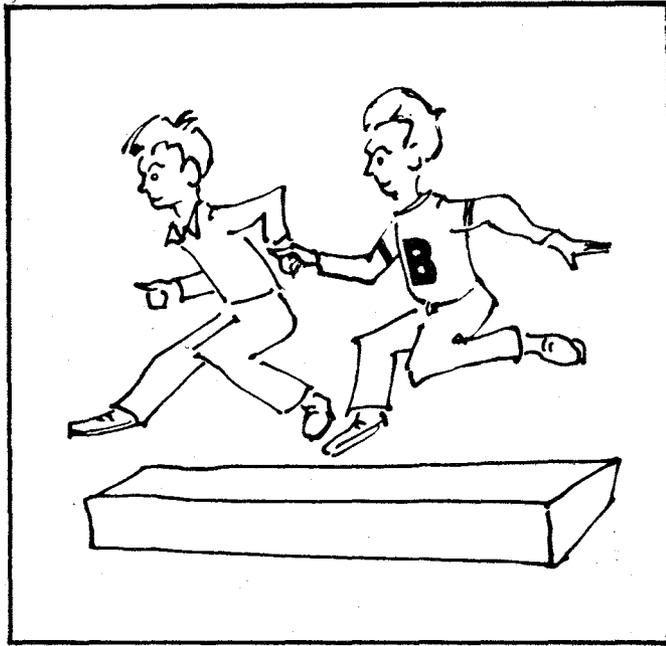
jump

The boys _____ over the box.
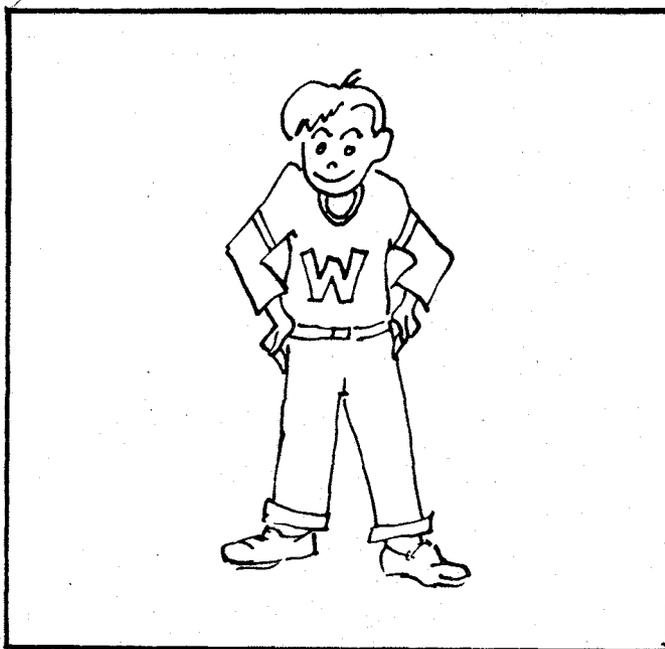
This is a boy.
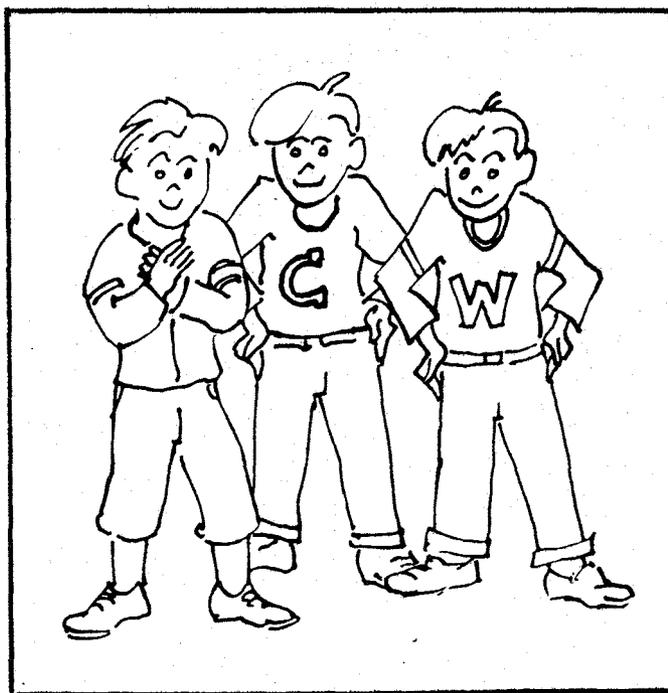
These are _____ .
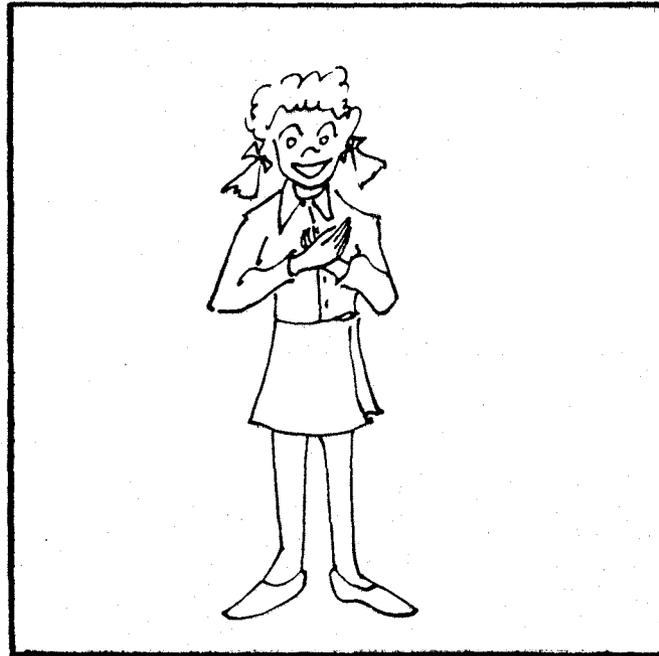
I _____ happy.

sit
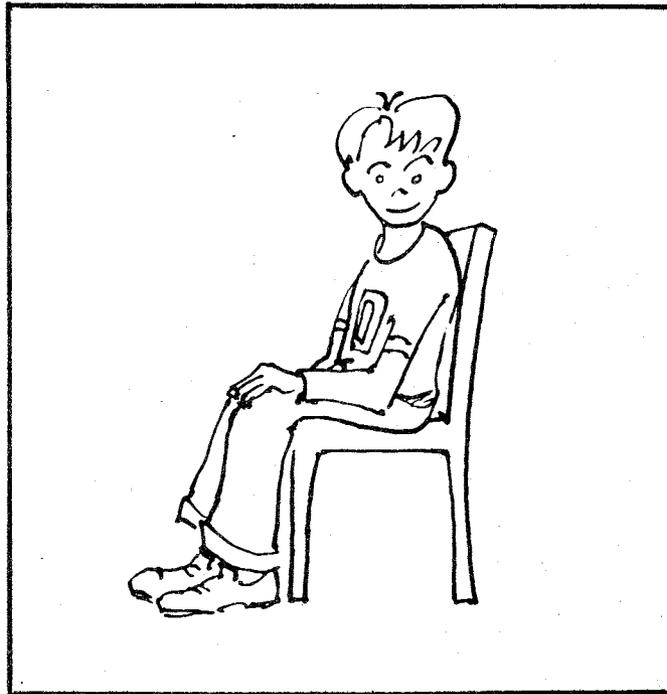
The boy _____ on the chair.
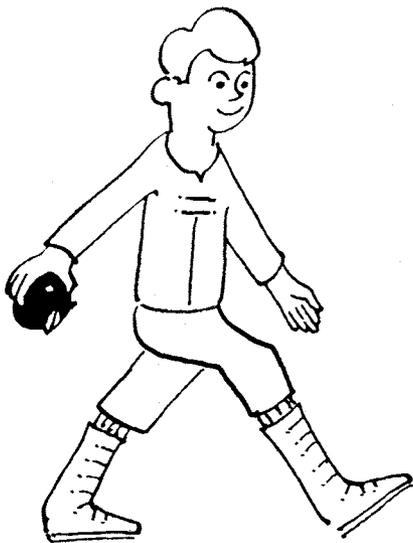
This boy is happy.

This boy is _____.
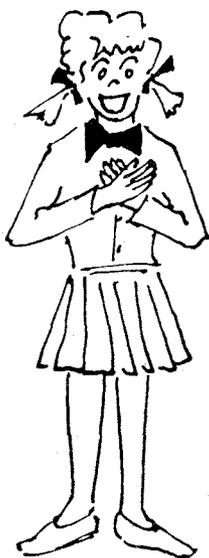
This girl is

the _____.
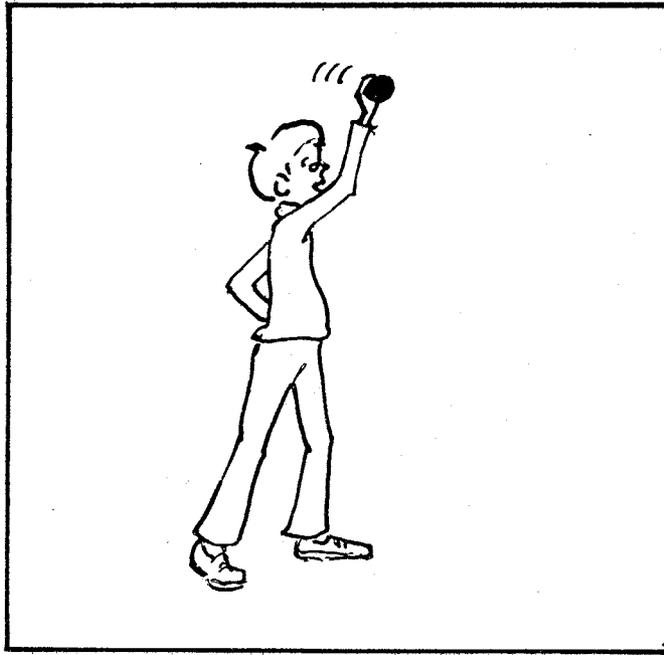
throw

The boy _____ the ball.
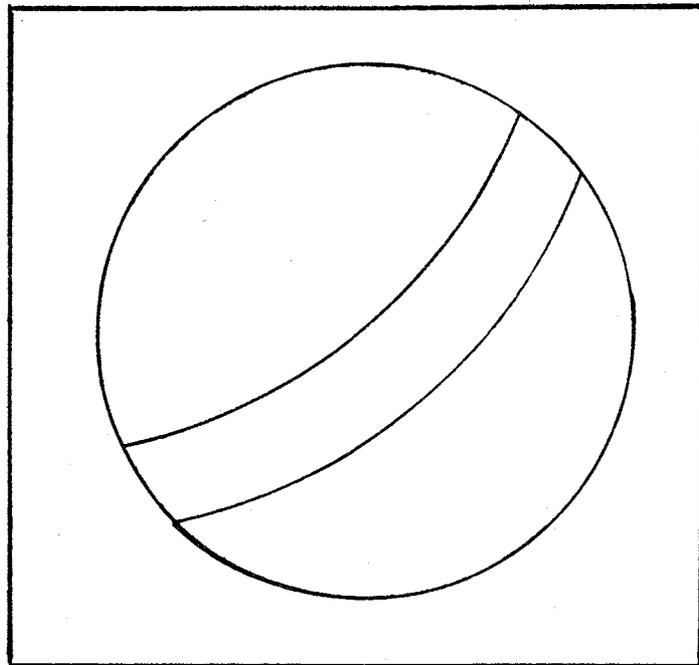
This is a _____ ball.
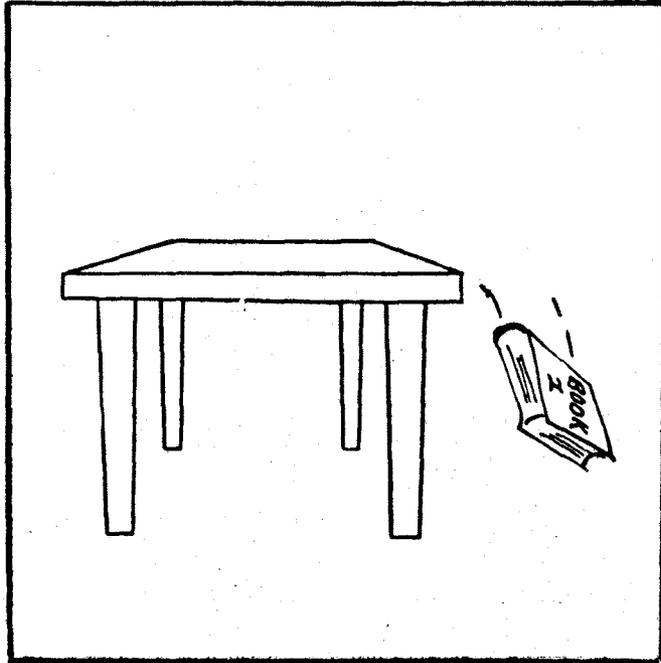
The book fell _____ the table.
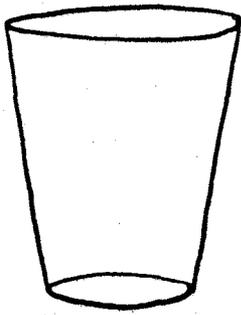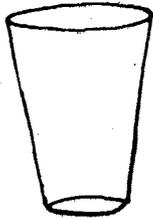
This glass is small.
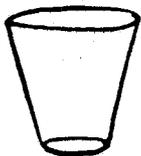
This glass is _____.

This glass is

the _____.
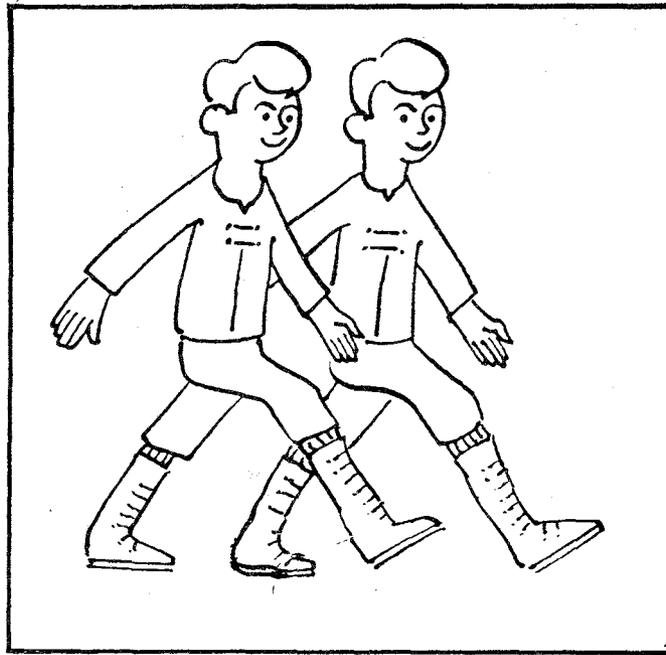
We _____ boys.
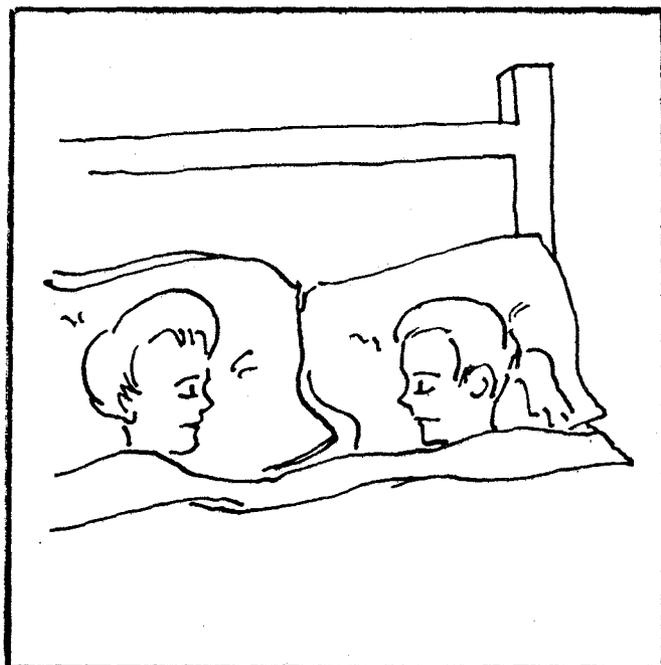
sleep

The girls _____ in the bed.
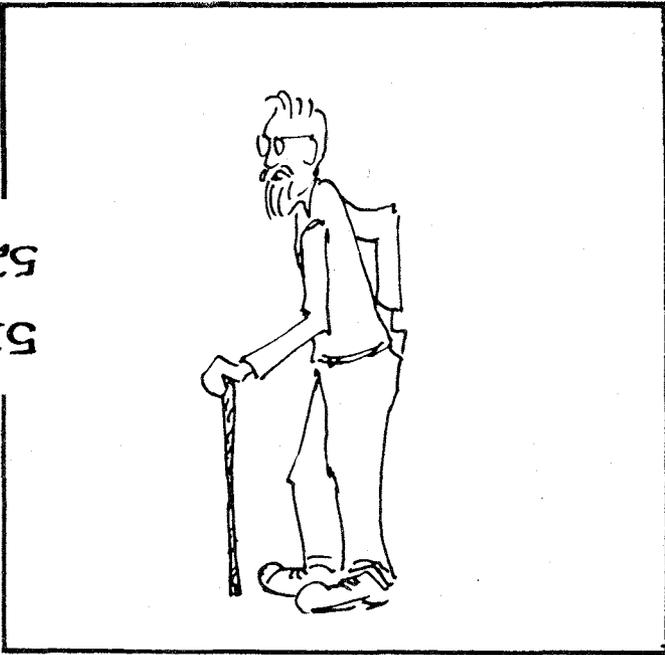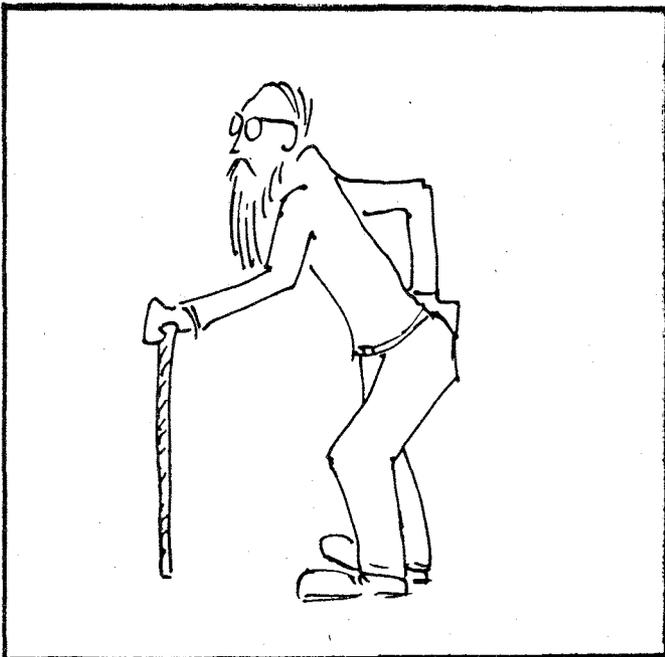
This man is old.

This man is _____.

This man is

the _____.
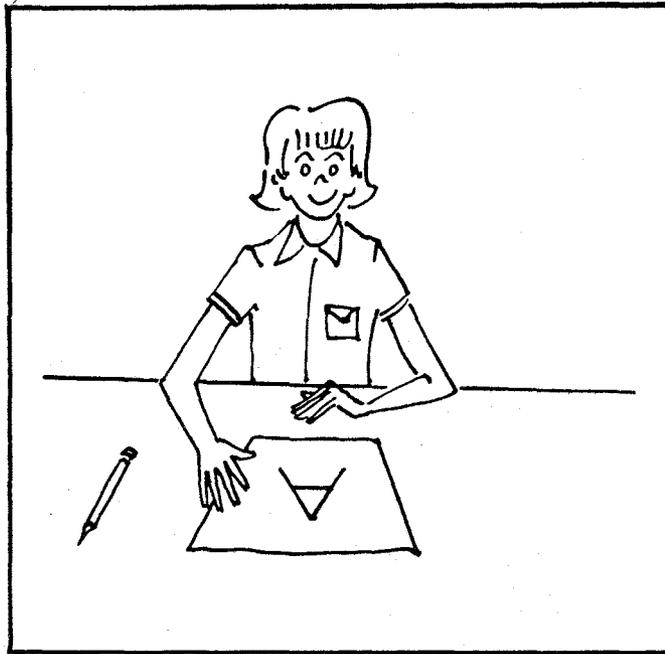
write

The girl _____ "A" with her pencil.
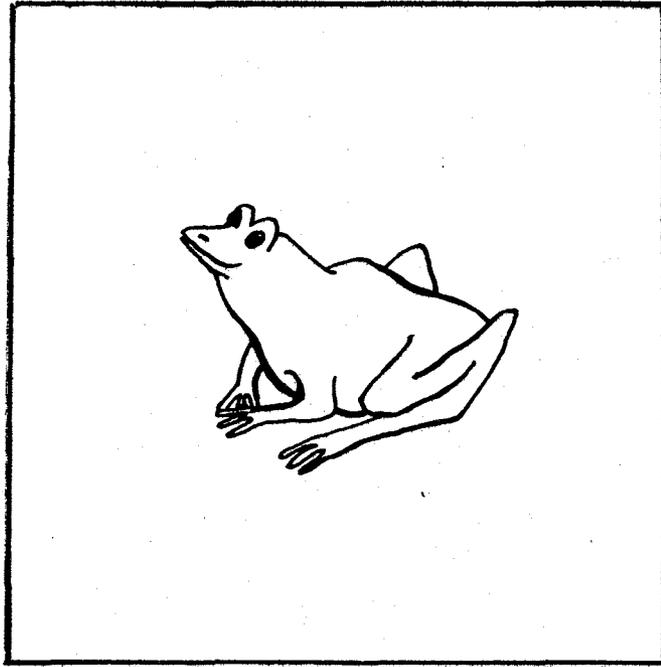
This is a _____ frog.

The girl is sad.

Someone hit _____.
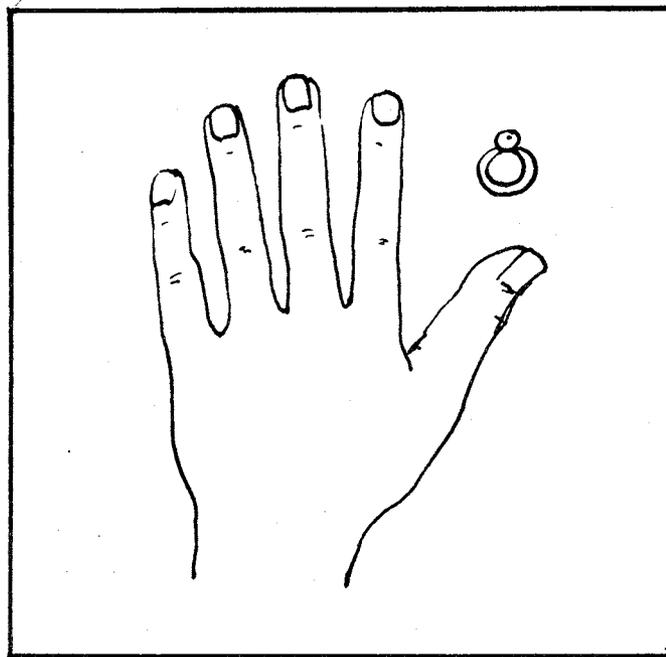
The ring is not on.

It is _____.
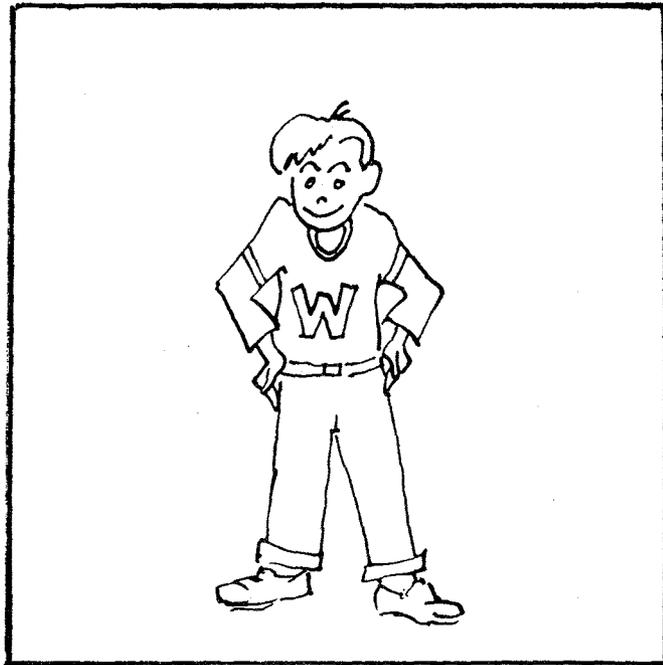
This is a _____ boy.
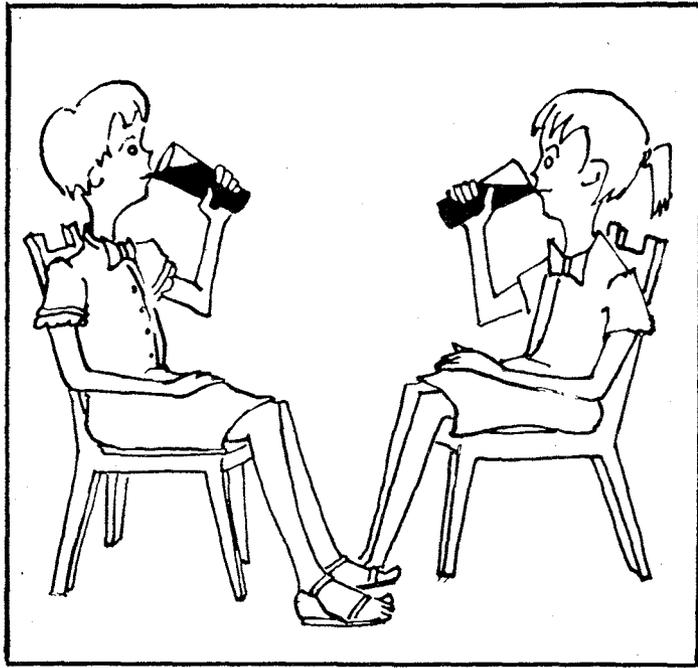
drink

The girls _____ the water.
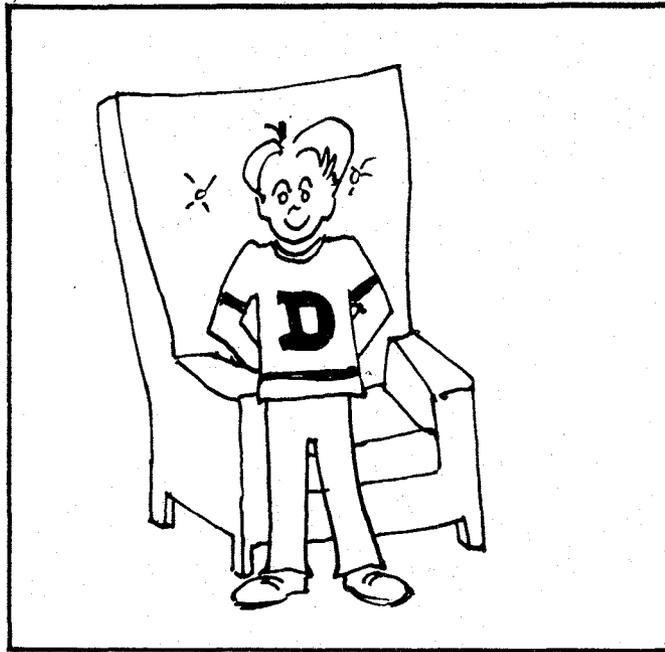
The boy is _____ the chair.
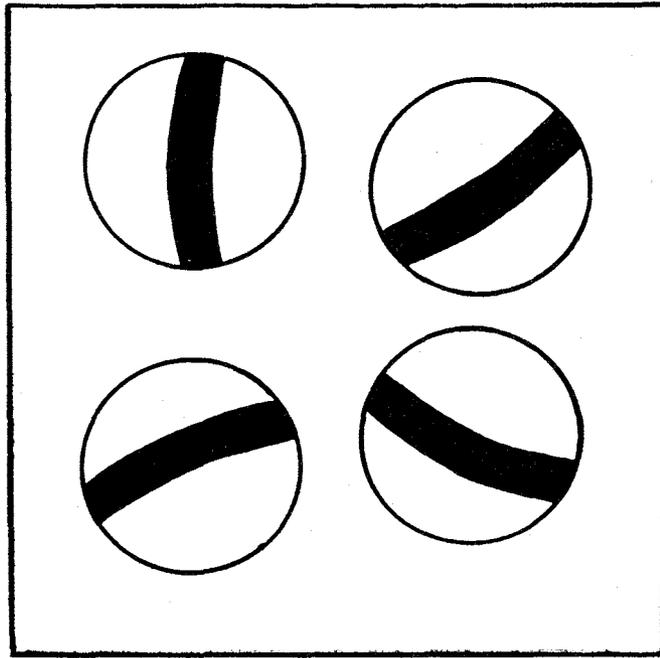
This is a picture of _____ balls.
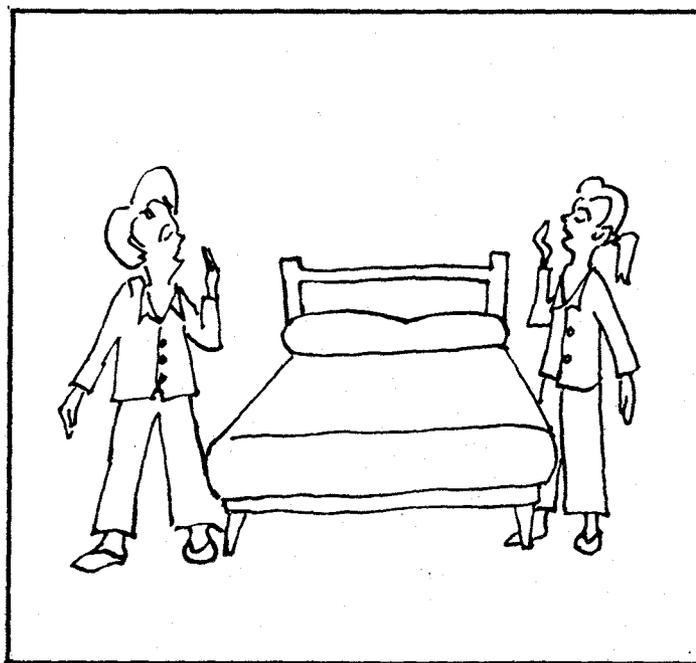
sleep

The girls are tired.

They _____ in the bed.
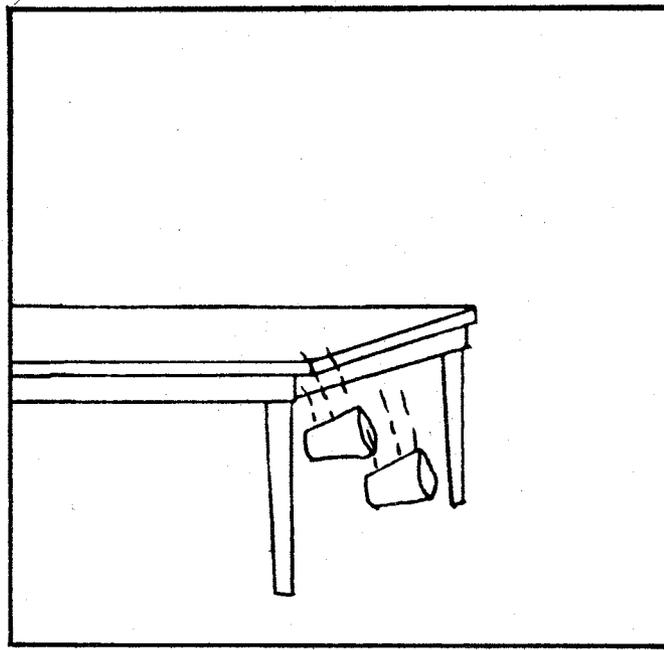
fall

The glasses _____ down.
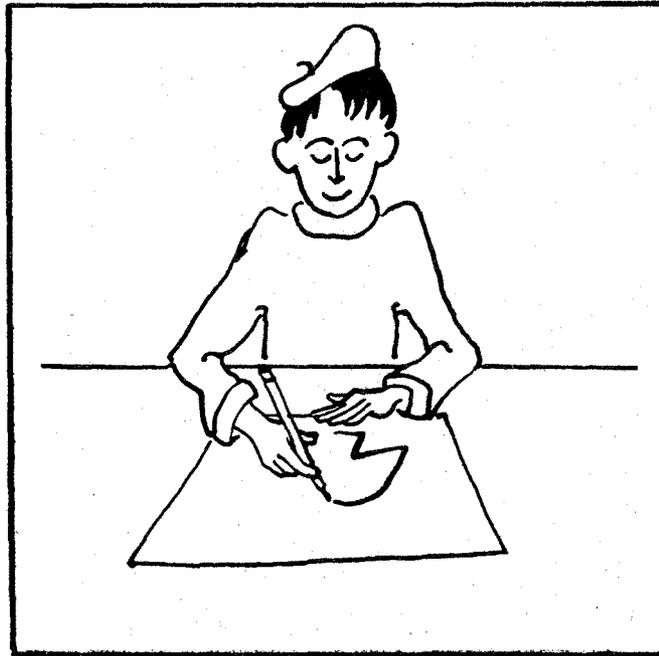
draw

The boy _____ a tree.

cut
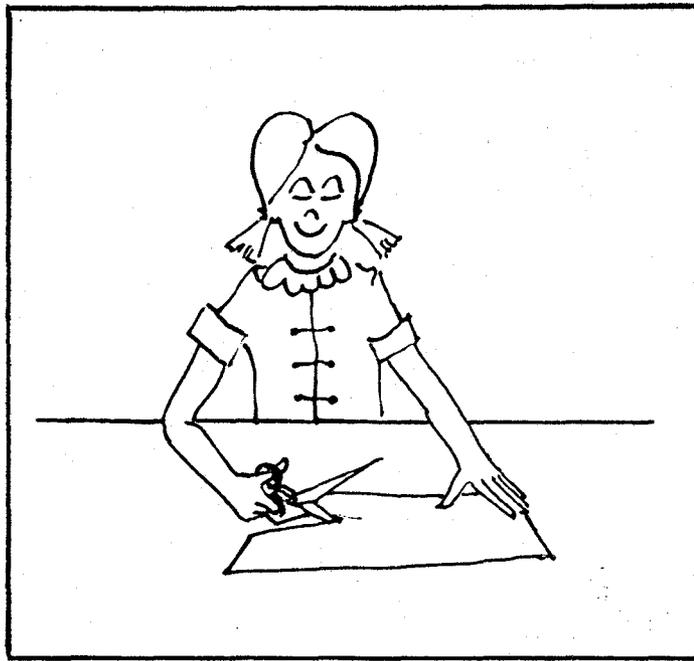
The girl ———— the paper.
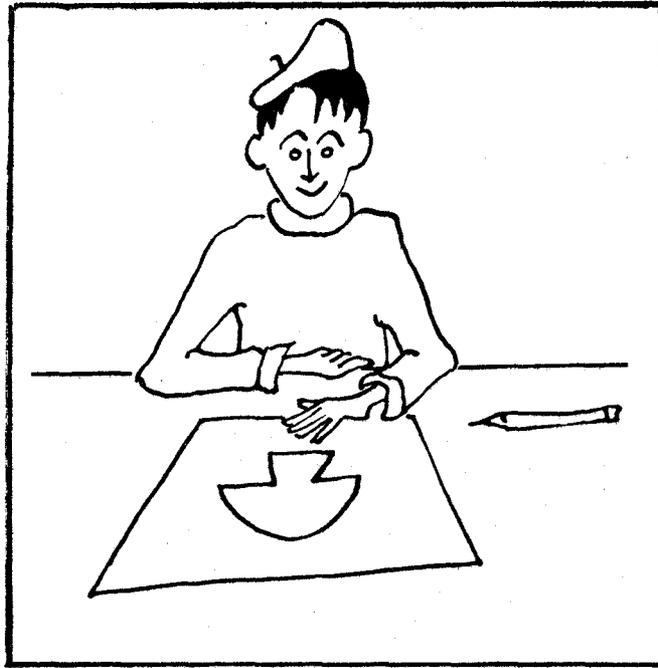
draw

The boy _____ a tree.
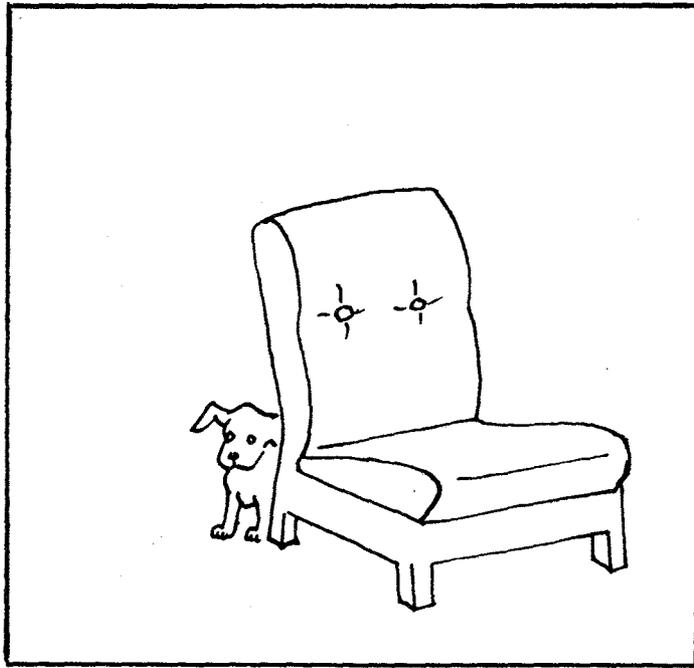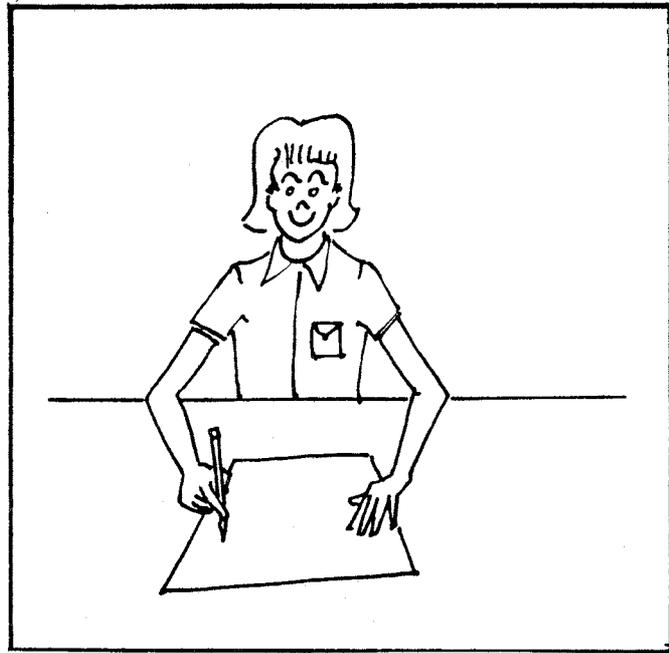
The dog is _____ the chair.

write

The girl has a pencil.

She _____ her name.
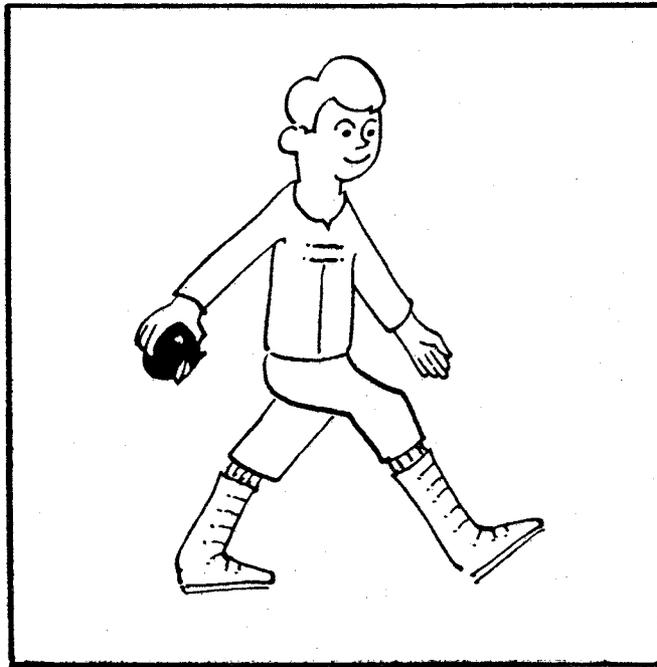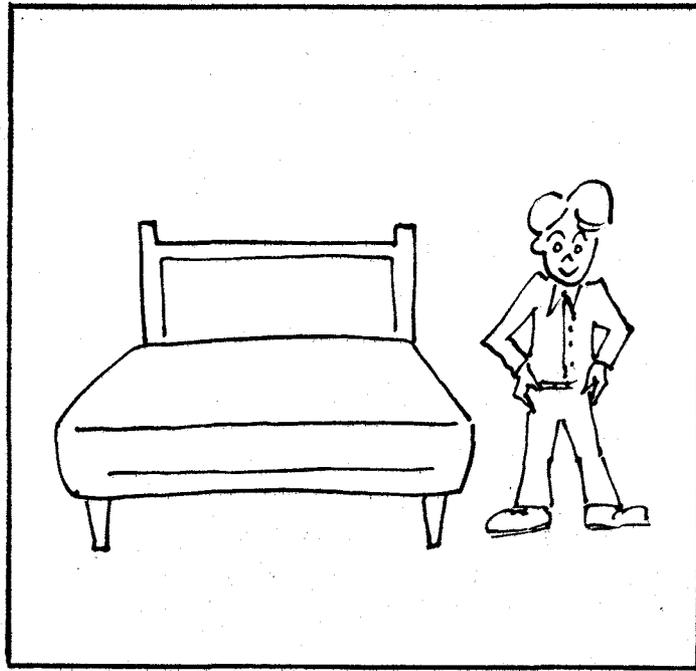
The boy _____ an apple.

The boy is _____ the bed.
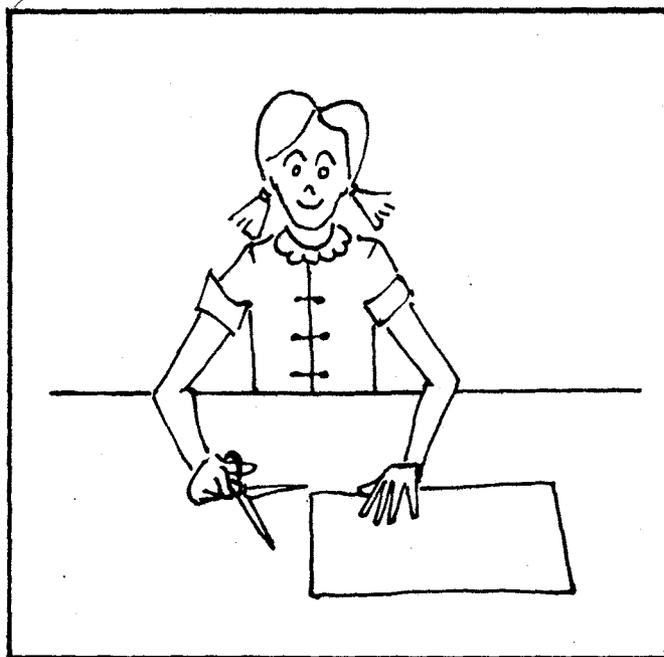
cut

The girl has scissors.

She _____ the paper.

sit
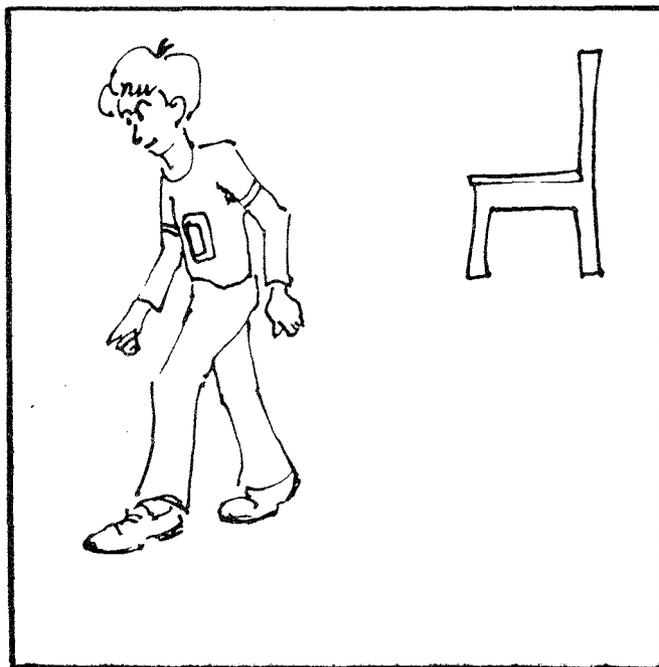
The boy _____ on the chair.

The children _____ apples.

drink

The girls _____ the water.
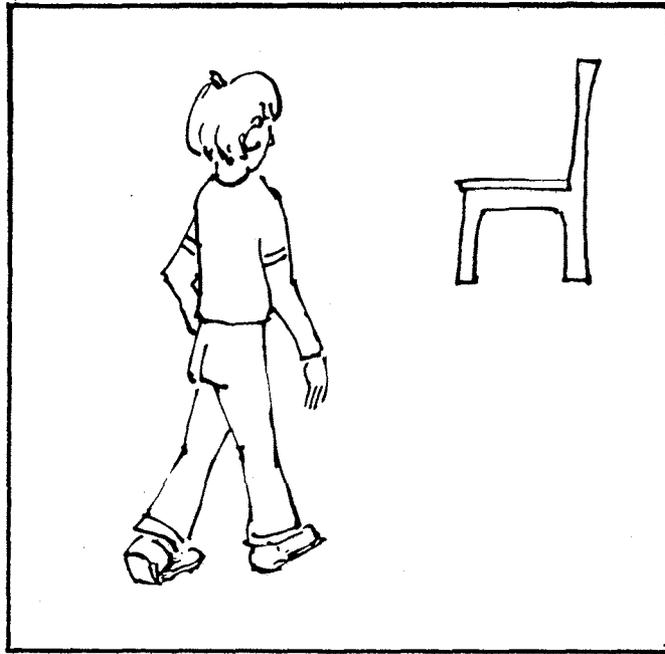
sit

The boy is walking to the chair.

He _____ on it.
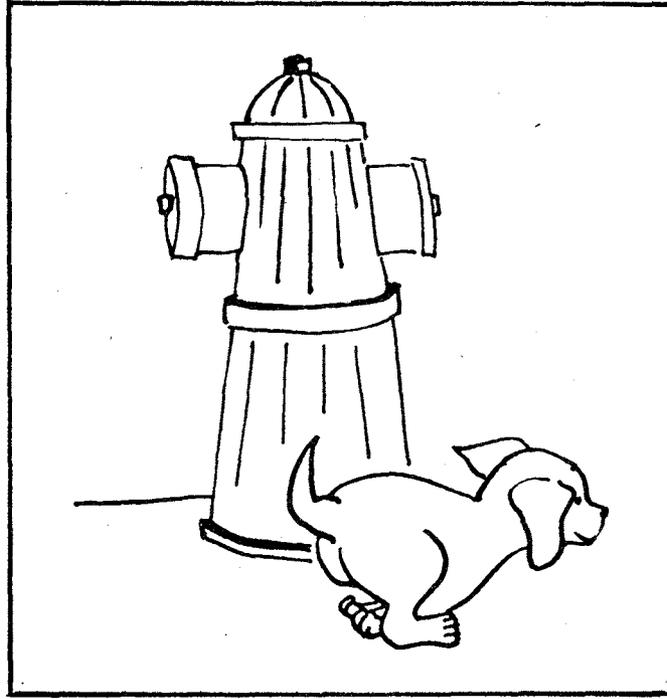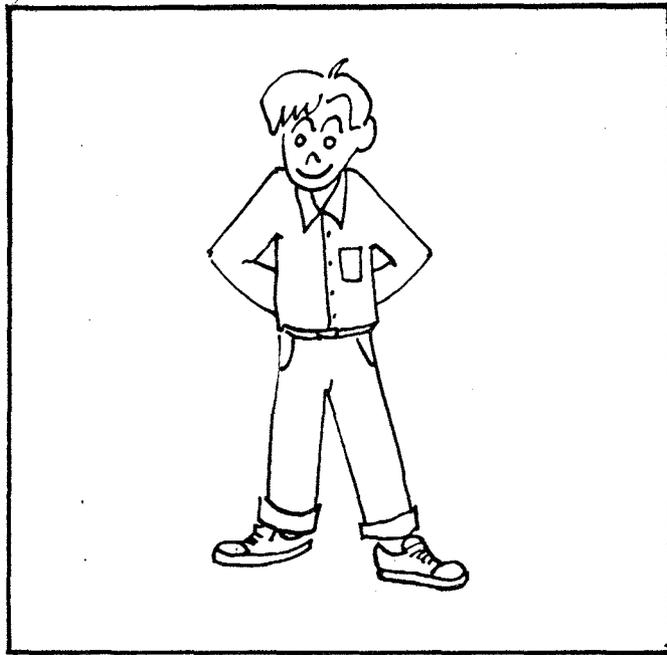
The dog _____ small.

I _____ happy.
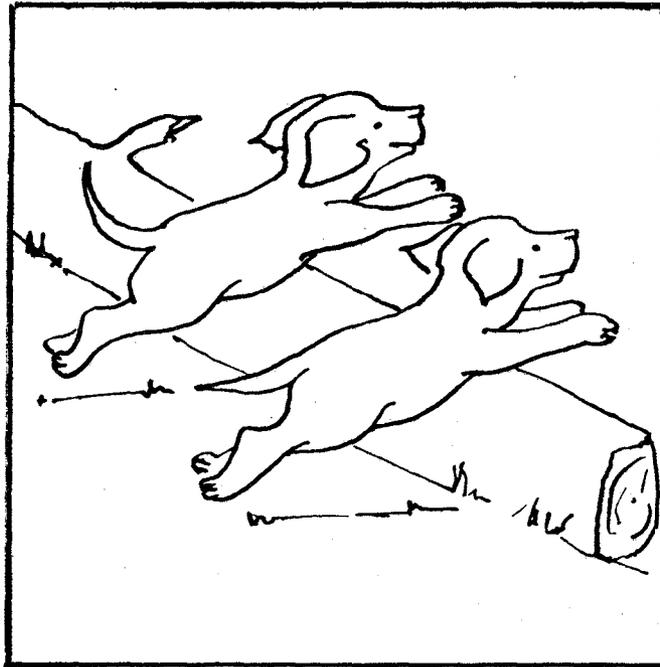
The dogs _____ small.
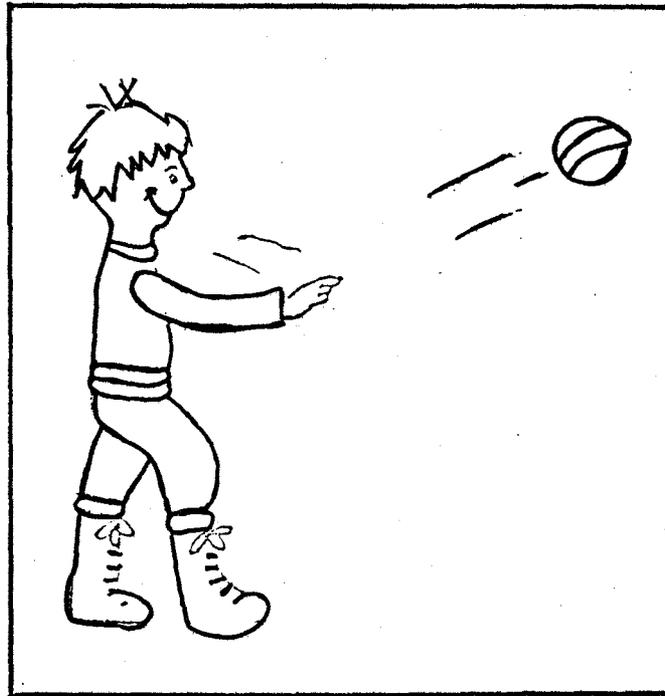
throw

The boy _____ the ball.

This is a _____ clown.
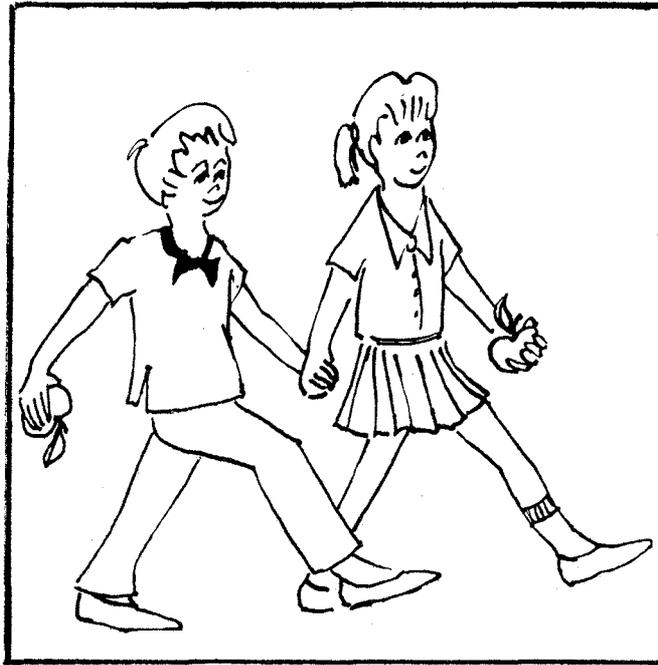
Mary and I have apples.

Mommy gave them to _____.
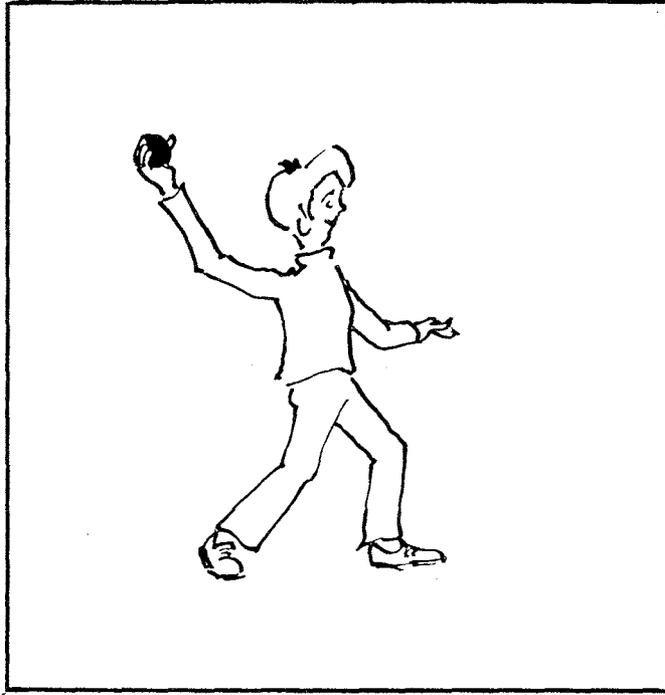
throw

The boy _____ the ball.
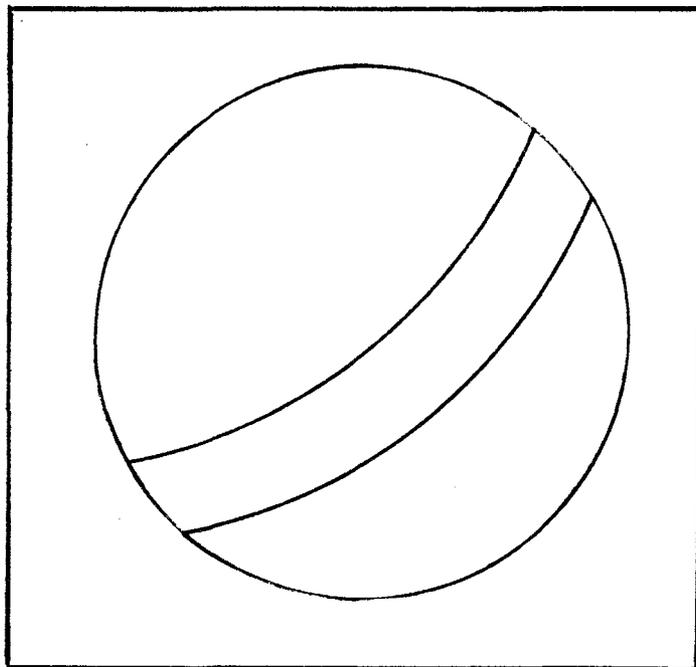
This is a _____ ball.
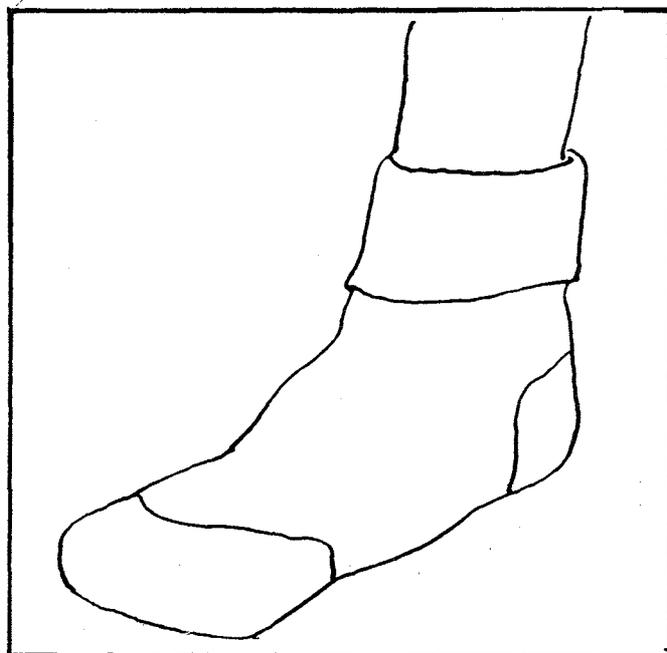
The sock is _____ the foot.
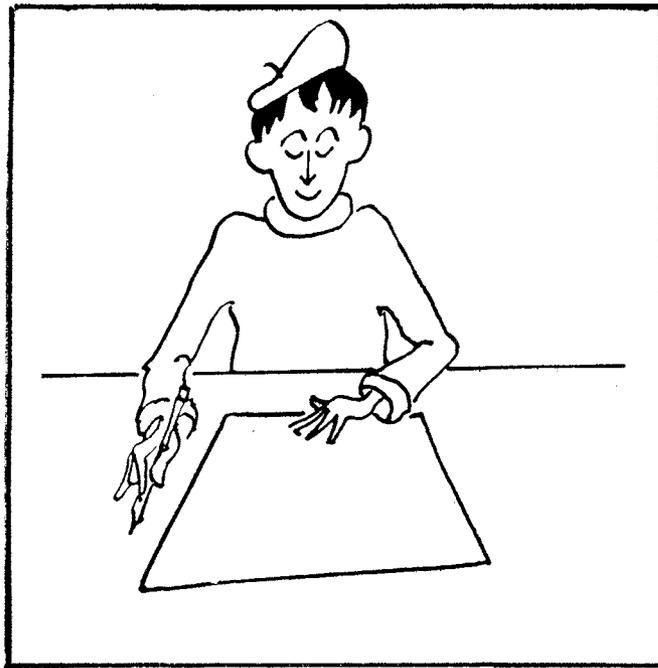
draw

The boy has a pencil.

He _____ a picture.
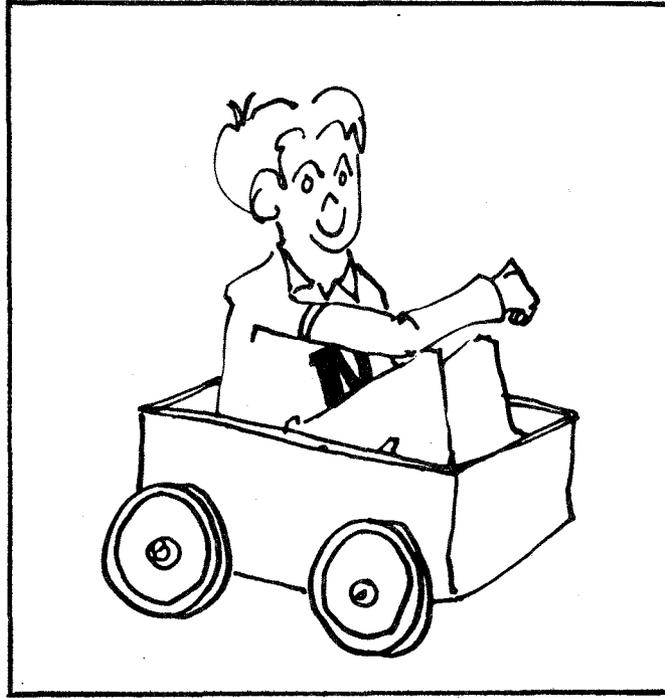
The boy is _____ the wagon.
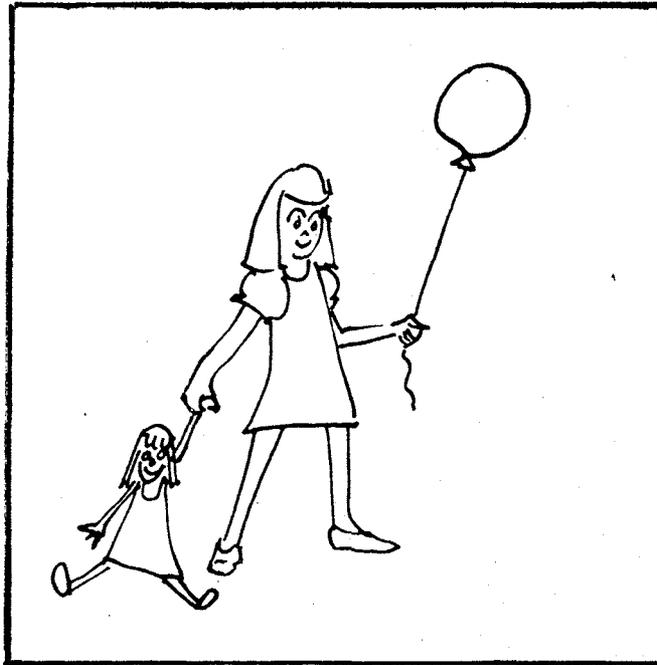
The girl _____ a doll.
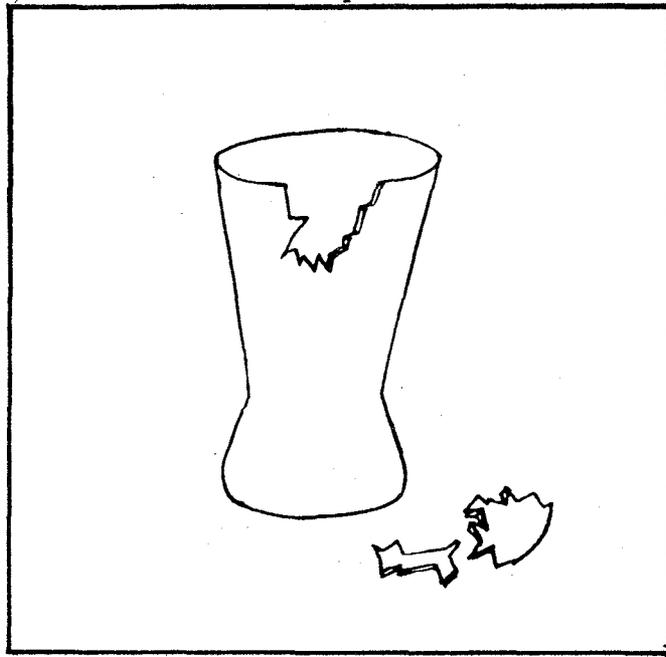
This is a _____ glass.
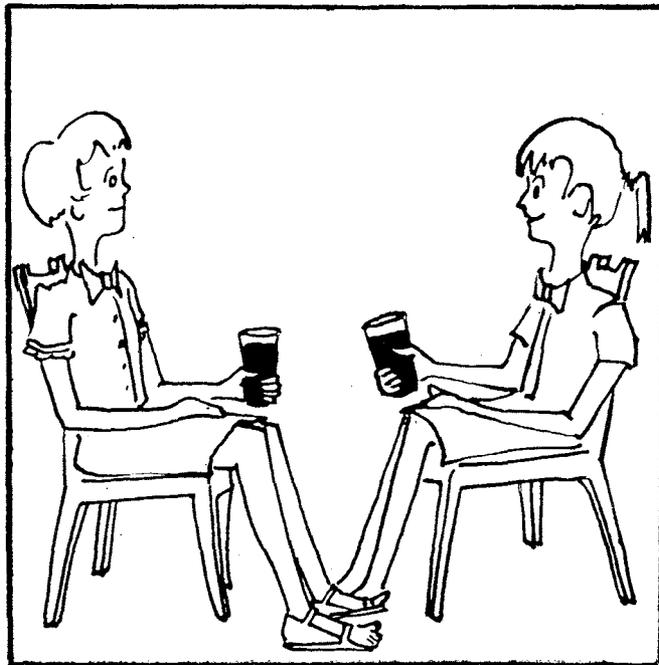
drink

The girls have some water.

They _____ the water.
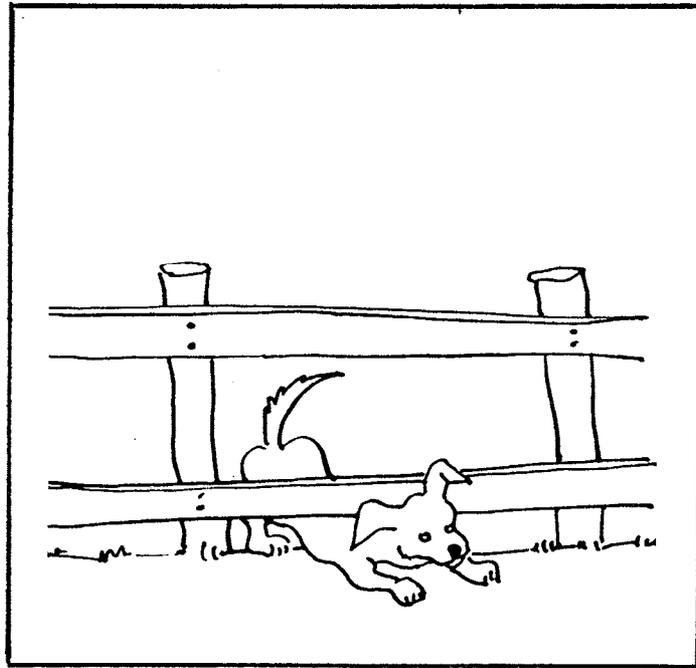
The dog is _____ the fence.

The girls _____ dolls.