

TEST OF EARLY GRAMMATICAL IMPAIRMENT (Rice & Wexler, 2001)

Additional administration instructions and Standard Scores

(Ash & Redmond, 2017)

ADMINISTRATION AND SCORING

TEST OF EARLY GRAMMATICAL IMPAIRMENT (Rice & Wexler, 2001)

Standard scores based upon the mean and standard deviation in the TEGI manual are available for ages 3:0-6;11

Subtest: Phonological Probe

PURPOSE: To ensure the child can say the phonemes necessary to mark tense (/s/, /z/, /t/, and /d/ in final position). If the child does not pass the phonological probe, do not administer the rest of the TEGI.

MATERIALS: Stimulus Manual and Record Form

AGES: 3-8 years

TIME TO ADMINISTER: 3 minutes

TEST ITEMS:

- Say, “I am going to show you some pictures and ask you to name some things.” Show the child each picture from the stimulus manual and ask “What is this?” or present the prompt below the item on the record form to elicit the response. If the child does not know the target word, model the word and ask the child to repeat it.

SCORING

During the Assessment

- Score only the final phoneme; ignore errors in positions other than final.
- Circle the word to indicate it was pronounced correctly and the number 1 for correct productions of the final phoneme, whether spontaneous or prompted (modeled).
 - If the child distorts or completely changes the phoneme but closes the syllable it is still correct. Ex. White is still correct if pronounced “wise” because there is a close to the syllable
 - Glottic closures for /t/ or /d/ are acceptable. Ex. /walʔ/ for “white” is correct
- Circle the number 0 for incorrect responses and write in response.
- Circle NR if the child does not respond.

After the Assessment

- Add up the scores for each individual phoneme first.
- Transfer each score to the correct corresponding box on the summary at the bottom of the page.
- Mark the appropriate check box to indicate whether the child passed or failed for each phoneme.
- **Failure in ANY phoneme group results in failure of the entire probe!**
- Indicate whether the child passed or failed on the front page of the record form.
- Remember: If the child fails the phonological probe, the rest of the test is typically not administered.

Subtest: Third Person Singular Probe

PURPOSE: The Third Person Singular Probe is used to evaluate children’s production of /-s/ or /-z/ in present tense verb forms with singular subjects.

MATERIALS: *Stimulus Manual; Examiner’s Manual* for complete administration and scoring directions, score sheet.

AGES: 3-9 years

TIME TO ADMINISTER: Approximately 5 minutes

SAMPLE ITEMS:

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

TEST ITEMS:

- Present each item using the standard ***prompt*** provided on the Record Form.
- A third person singular subject must be provided in order for the child to produce a scoreable response. This forces obligatory context (see Past Tense Probe section for more information)
 - Note: If the child says, “teaches” the subject is implied, and you can move on to the next item
- Acceptable prompts
 - If the child does not provide a subject, you may prompt the child by saying, “Say a whole sentence,” or “Start with *he* or *she*.”
 - You may also present an alternative prompt by saying, “Here is a (occupation). Tell me what a (occupation) does. A (occupation)…”
 - If the child produces a plural subject such as “They put out fires,” prompt further by saying, “Tell me just what this (occupation) does.”
 - Record responses *verbatim* in the space provided. If you provide the alternate prompt, include the subject as part of the child’s response.
- Administer all items.

SCORING:

During the Assessment

- Record the child’s entire response verbatim for each item.
- Listen carefully as the child responds and make sure that what you record reflects the exact response given.
- Make sure that the child provides **obligatory context** (page 62)
 - See past tense probe: obligatory context section for a full explanation
 - Essentially the child must either provide a singular subject (e.g., he, she, the pilot) or a third person singular /s/ marker (e.g., flies, washes, etc.)
- If the child uses the same verb more than 3 times prompt them to use a different verb.

After the Assessment

- Each response will be scored as *correct*, *incorrect*, *unscorable*, or *no response*.
- **Correct responses:** the child’s response includes a third person singular subject (provided by the child or by you) and/or a correct third person present tense singular verb form (e.g., “He fixes,” “The painter paints,” “It twirls around and dances,” “plays”, etc.).
 - Note: The child does not have to use the same verb for the response to be considered correct (e.g., if the target is, “he tosses” and the child says, “he goes” either response is acceptable).
- **Incorrect responses:** the child’s response includes a third person singular subject and an attempt of a third person singular verb with an omitted –s (e.g., He spray, She fly) or includes a double marking of the verb (e.g., He testses, She playses, paintses).

- *Unscorable responses*: includes child's responses with any verb form or tense other than the third person singular present tense or a bare stem, whether the verb form is correct or incorrect (e.g., She played, He will help, She is working, They help, She does fix, fly).
- *No response*: for when the child does not respond.
- Count the number of checkmarks in each column. Record the number for column A and B in the probe summary.
- Add columns A and B and record in the probe summary.
- Divide column A by A+B and enter this in the box labeled Third Person Singular Probe Score on the front page

Subtest: Past Tense Probe (PT)

PURPOSE: The past tense probe contains 18 items that elicit the production of ten regular past tense *-ed* verbs (e.g., *brushed, picked, kicked*) and eight irregular past tense verbs (e.g., *caught, gave, rode*).

MATERIALS: *Stimulus Manual; Examiner's Manual* for complete administration and scoring directions, score sheet.

AGES: 3-9 years

TIME TO ADMINISTER: Approximately 5-8 minutes

SAMPLE ITEMS:

- Say, **"I have two pictures. I will describe the first one and you tell me about the second one. Let's try one."** (Point to the first picture of the boy raking.) **"Here the boy is raking.** (Point to the second picture of the boy who has finished raking.) **"Now he is done. Tell me what he did."**
- Record the child's response.
- If the child does not provide a complete response or the targeted response, say, **"He raked. Now you say it,"** and have the child repeat the response.
- Provide the correct response only for the two practice items.
- Precede to the test items.

OBLIGATORY CONTEXT:

Past tense verbs

Verbs are words that can describe an action or state of being. In English, we may add an inflection to regular verbs or change the form of an irregular verb to describe something that occurred in the past. Grammatically correct regular past tense verbs are marked with past tense *-ed*. The past tense *-ed* is added to a bare regular verb form at the end of the verb. Examples of other regular past tense verbs include verbs such as:

- *Climb* → *climbed*
- *Tie* → *tied*
- *Jump* → *jumped*
- *Twist* → *twisted*.

Grammatically correct irregular past tense verbs change from the bare verb form to a new verb form (often through a vowel change). Examples of other irregular past tense verbs include verbs such as:

- *Blow* → *blew*
- *Eat* → *ate*
- *Ride* → *rode*
- *Dig* → *dug*

Other verbs

The goal of the past tense probe is to provide children contexts in which they produce either a regular or irregular past tense verb. However, children will not always produce verbs that are regular or irregular past tense and may choose to use a different verb form. Some of the verb forms that children may produce are no change verbs, auxiliary and copula *be* verbs, modal auxiliary verbs, or verbs marked for third person singular –s (see Table 1).

Table 1: “Other Verbs”	
Verb type	Examples
No change verbs	Put, hit, cut, let, cost, bet, set, shut, quit, hurt
Auxiliary and copula <i>be</i> verbs	She <i>is</i> done, She <i>is</i> jumping, He <i>was</i> done, They <i>were</i> painting
Modal auxiliary verbs	She <i>can</i> brush, He <i>would</i> kick, She <i>might</i> give, He <i>will</i> ride
Third person singular –s verbs	He <i>rakes</i> , She <i>makes</i> , He <i>picks</i> , She <i>blows</i>

Because these are verbs that children may produce, you should be able to quickly recognize these different verb types. It is not necessary to remember the types of the different verb that the child is producing; only that it is a verb that we will classify as “Other”.

Obligatory contexts examples

During a conversation it is not always necessary to mark a verb for past tense. The following example demonstrates how a child could answer a question correctly without providing any tense marking:

Example 1

- Adult: *Here the boy is eating cookies. Now he is done. Tell me what he did.*
- Child: *Eat cookies.*

The verb “*eat*”, as produced by the child, is a bare stem verb and is not marked for past tense. It is important that children are providing an obligatory context in which tense marking determines the grammaticality of the utterance. The above utterance is not an obligatory context for tense marking. One reason that the child’s utterance in Example 1 is not considered an obligatory context for tense marking is because there is not a **subject**.

The following example demonstrates a context in which the tense marking is obligatory in order for the utterance to be considered grammatical:

Example 2

- Adult: *Here the boy is eating cookies. Now he is done. Tell me what he did. He...*
- Child: *Ate cookies.*
Or
- Child: **Eat cookies.*¹

The adult utterance in Example 2 has created an obligatory context for tense marking by providing a subject (i.e., *he*) for the child’s utterance. Based upon the obligatory context in Example 2, the child produced the grammatically correct utterance, *Ate cookies*, or the ungrammatical utterance, **Eat cookies*. Notice that the child’s response, *Eat cookies*, in Example 1, and, **Eat cookies*, in Example 2 differ in their grammaticality based upon the obligatory context for past tense marking provided by the subject.

In order to create an obligatory context for a past tense verb, the child (or the adult, as demonstrated in Example 2) must produce a subject for the sentence. If a subject is not produced, children are not required to mark tense when formulating a grammatically correct utterance. Subjects that create an obligatory context may include:

- A pronoun (e.g., *he*, *she*)
- Noun, or noun phrase (e.g., *Sammy*, *the girl*, *the boy*)

Utterances produced by the child during the past tense probe **must have an obligatory context** for tense marking. Accordingly, it is important that all sentences include a subject (which can be provided by the child or by the examiner).

¹ An asterisk (*) in front of a sentence indicates that the sentence is ungrammatical.

Note: if the child says, “walked” than the obligatory context is implied; therefore you can move onto the next item.

In **Practice 3** (see obligatory context practice), identify the obligatory and nonobligatory contexts for tense marking by circling the correct answer.

TEST ITEMS:

- Present each item using the standard prompt provided on the Record Form.
- An obligatory context must be provided in order for the child to produce a scoreable response
- If the child does not provide an obligatory context, you prompt them appropriately (see below)
- Record responses *verbatim* in the space provided.
 - Notation
 - **(P)** = Prompt was given (Prompts section)
 - E: *Here the girl is digging. Now she is done. Tell me what she did*
 - C: She was digging.
 - E: Ok, and what did she do with the shovel?
 - C: Digged
 - Score sheet: She was digging. (P) digged
 - **(SC)** =Child self corrected
 - E: *Here the girl is digging. Now she is done. Tell me what she did*
 - C: *She played, I mean dug in the sand.*
 - Score sheet: She played, I mean dug (SC) in the sand.
 - **(Subject)**=Put the subject in parentheses if it is provided for the child
 - E: *Here the girl is digging. Now she is done. Tell me what she did*
 - C: *Dig*
 - E: *Say it again, but start with “she”. So she...*
 - C: *Digged in the sand.*
 - Score sheet: Dig (P) (She) digged in the sand.
- Administer all items.

PROMPTS:

As discussed previously, sometimes children either do not provide an obligatory context for a past tense marking or use another verb form. If this occurs, you will prompt the child to produce an obligatory context for past tense marking. There are several circumstances in which you will need to prompt the child for a scorable answer on the past tense probe.

1. Bare stem verbs

You need to provide a prompt for a bare stem verb produced when there is not an obligatory context. For example:

Example 3

- Examiner: *Here the boy is raking. Now he is done. Tell me what he did.*
- Child: *Rake.*

The child’s use of a bare stem in Example 4 is unusable on the past tense probe because tense marking is not obligatory (since there is not a subject). Table 2 contains prompts you may use to elicit the production of the subject, creating an obligatory context for tense marking.

Table 2: Prompts for obligatory contexts

Child’s response	Prompt
<i>Rake the leaves.</i>	<i>Tell me again but start with she.</i>
	<i>Tell me the whole sentence.</i>
	<i>Tell me the whole sentence but start with she.</i>
	<i>So she...(use a hanging pause)</i>

Older children will respond to prompts such as, *Tell me the whole sentence*, while younger children may need you to demonstrate the subject in the prompt such as, *Tell me again but start with she*. If you provide the subject for the child,

as in the prompt, “So she...” you should record that you provided the subject by writing the subject in parentheses. For example:

Example 4

- Examiner: Here the boy is riding. Now he’s done. So he...
- Child: ride the horse.
- Score Sheet: (He) ride the horse.

We are interested in children’s production of bare stem verbs in an obligatory context for tense marking. For example:

Example 5

- Examiner: *Here the boy is raking. Now he is done. Tell me what he did.*
- Child: **He rake.*

- **Do not provide a prompt** for bare stem verbs, such as in Example 5 because these phrases already have an obligatory context.

2. Other verb forms

Sometimes children have difficulties during the task understanding that they need to produce a past tense form instead of other verb forms. As a result, children might produce answers such as:

Example 6

- Examiner: *Here the girl is skating. Now she is done. Tell me what she did.*
- Child: *She is skating.*
or
She skates.
or
She was skating.
or
She’s done skating.

The other verb forms in Example 6 are unusable on the past tense probe because they are not using a regular past tense –ed or irregular past tense form. Table 3 provides prompts you may use to elicit the production of useable responses.

Table 3: Prompts for past tense verbs

Child’s response	Prompt
<i>She is skating.</i>	<i>Tell me what she did (vocal emphasis on did).</i> <i>Tell me what she did with the skates.</i> <i>Tell me what she did on the ice.</i> <i>Tell me what she did. She (phonemic cue)*</i>
<i>He rakes.</i>	<i>Tell me what he did to the leaves.</i>
<i>He put them in a pile.</i>	<i>What did he do with the rake?</i>
<i>She blows the candle.</i>	<i>What did she do to the candle?</i>
<i>He’s done eating the cookies.</i>	<i>What did he do to the cookies?</i>

*This cue CANNOT be used for item number 14 because the cue would give too much information for the child. This cue is appropriate when the child habitually adds the auxiliary verb.

Example 7

- Examiner: *Here the girl is painting the fence. Now she is done. Tell me what she did.*
- Child: *She was painting.*
- Examiner: *That’s right she was painting, I want you to say it a different way. Here the girl is painting the fence. Now she is done. Tell me what she did. She /p/*
- Child: *Painted*

Each of the items on the past tense probe has an object in the picture that the verb is acting upon. The prompts in Table 3 include the object shown in the stimulus manual in the prompt. You will be able to generate this type of prompt by looking for the object in each test item.

3. Use of the wrong verb

One of the nice features of the past tense probe is that children do not need to use the same verb that you have used in order to produce a useable answer. For example:

Example 8

- Examiner: *Here the girl is painting the fence. Now she is done. Tell me what she did.*
- Child: *She colored the fence.*
or
**She color the fence.*

Example 9

- Examiner: *Here the boy is making a birdhouse. Now he is done. Tell me what he did.*
- Child: *He built a birdhouse.*
or
**He build a birdhouse.*

As demonstrated in these examples, a child may produce a verb that was not provided by the examiner. Nevertheless this response may be a useable response. **You do not need to prompt for a different response when the child produces a verb different from the target.** However, we need examples of both regular and irregular verbs on each child's test transcript. If it is necessary to obtain examples of a verb form that hasn't been used by a child yet, provide an appropriate prompt such as "Right, this time use the word that I used. I'll say it again..."

The successful use of prompts will vary across children. The use of multiple prompts on each item is not advised because children frequently become frustrated with multiple prompts. *Therefore, it is recommended that you use only one prompt on each item.*

Scoreable/Unscoreable Responses

It is important to recognize the types of utterances that can and cannot be scored. Try to obtain as many scoreable responses as possible. As previously discussed, scoreable responses include an obligatory context for past tense marking or when the child has produced the past tense verb in a non-obligatory context. Table 4 demonstrates the type of responses that are unscoreable and scoreable.

Table 4: Scorable and unscorable responses

Scorable Responses	Unscorable Responses
Painted, She painted	Paint, painting, paints
Painteded, She painteded	She is painting, She was painting
She paint	She's done
Other marked verb (i.e., colored, washed)	She will/could/might/did paint
Gave, She gave	She paints
She give	She put paint on
Gived, She gived	Give
Gaved, She gaved	

Responses on irregular past tense items that include an incorrect vowel change will be considered useable. The following are some possible examples: ride → rid, dig → dag, write → wrot.

Additional unusable responses are: "He/she did + verb", "He/she finished verb", "He/she got..."

SCORING:

During the Assessment

- Record the child's entire response verbatim for each item.
- Prompt as necessary to get as many scoreable responses as possible

- Listen carefully as the child responds and make sure that what you record reflects the exact response given
- Be sure to write down any applicable notation (see notation section on page 70):
 - **(P)** = Prompt was given
 - **(SC)** = Child self corrected (see page 103 for self correction rules)
 - **(Subject)** = Put the subject in parentheses if it is provided for the child

After the Assessment

Each response will be scored as:

- Correct regular verb (column A)
- Incorrect regular verb (column B)
- Correct irregular verb (column C)
- Overregularization (column D)
- Incorrect irregular verb (column E)
- Unscorable (column U)
- No response (column NR)
- **Correct regular verb:** the child's response includes obligatory context and a correct regular past tense form, such as:
 - He walked
 - Painted
 - He brushed (see *extended scoring* below)
- **Incorrect regular verb:** the child's response includes an obligatory context and an attempted, but incorrect, regular past tense form, and overregularized regular verbs, such as:
 - He walk
 - He brush
 - He brushed
 - This form does not include the following:
 - Walk-This is a bare stem and requires a prompt
- **Correct irregular verb:** the child's response includes obligatory context and a correct irregular past tense form, such as:
 - He ate
 - Blew
- **Overregularization:** This is only applicable for irregular past tense verbs. These answers are not technically correct irregular forms because they use the regular past tense –ed marker rather than a vowel change. Yet they are not incorrect, because the child is showing that the infinitive form must change to indicate that an action has already happened. This category also applies to over-overregularization such as:
 - He eated
 - Blowed
 - Roded
 - She writ on the board
- **Incorrect irregular verb:** the child's response includes an obligatory context and an attempted, but incorrect, irregular past tense form, such as:
 - He eat
 - He blow
 - This form does not include the following:
 - Eat-This is a bare stem and requires a prompt
- **Unscorable:** the response with any verb form or tense other than the regular past tense –ed or irregular verb, whether the verb form is correct or incorrect. If a child provides one of these responses you should attempt to prompt them for a scoreable response. Unscoreable responses include:
 - She plays
 - She was playing
 - Play

- She is playing
- She will play
- She will be playing
- She has played
- **No response:** for when the child does not, or refuses to respond.
- Count the number of checkmarks in each column. Fill in the subtotal for questions 1-10 and the total for 1-18.
- Transfer the totals into the past tense supplemental scoring table and calculate the percentages.

Subtest: Be Do Probe (BeDo)

PURPOSE: Evaluate children’s production of copula and auxiliary forms of *Be* and auxiliary forms of *Do*

OVERVIEW: You will participate in a puppet-play task while you read the child the script that is provided on the score sheet. Your entire script is printed in bold. **You must practice reading the script out loud with the manipulatives before administering this task to a child.** The child must direct his/her questions at the puppet throughout the task. During the administration, avoid using copula or auxiliary models as much as possible outside of those provided in the script.

MATERIALS: Score sheet that includes the script, manipulatives from the test kit (dependent on age).

- **For children 3.00-5.11:** rabbit puppet, 3 stuffed bears, stuffed cat, “blanket” (yellow cloth), juice carton, milk carton, plastic glass (cup), hamburger, and apple. You will also need to provide a tissue to use during the probe.
- **For children 6.00-8.11:** googly-eyed puppet, 3 moon guys, stuffed bug, “blanket” (yellow cloth), juice carton, milk carton, plastic glass (cup), hamburger and apple. You will also need to provide a tissue to use during the probe.

AGES: 3;0-8;11

TIME TO ADMINISTER: 15-20 minutes

BEFORE BEGINNING: Split the audio file and state alpha code and subtest

SAMPLE ITEMS:

- Be sure to use the correct script and manipulatives for the child’s age.
- Begin the probe by presenting the introduction and practice item at the beginning of the script. Ideally the child will understand the task without additional models.
- If necessary model the task for the child by asking the puppet additional questions such as, “**I wonder if the kitty can roll over. Let’s ask the puppet,**” then address the puppet, “**Can the kitty roll over?**”
- Record the child’s response on the appropriate line for the practice item.

TEST ITEMS: There are 36 test items that examine the following 10 grammatical structures:

1. Be copula singular questions (e.g., “Is he hungry?”)
2. Be copula plural questions (e.g., “Are they happy?”)
3. Be copula singular statements (e.g., “He is cute.”)
4. Be copula plural statement (e.g., “They are thirsty.”)
5. Be auxiliary singular questions (e.g., “Is she eating?”)
6. Be auxiliary plural questions (e.g., “Are they sleeping?”)
7. Be auxiliary singular statements (e.g., “It is resting.”)
8. Be auxiliary plural statements (e.g., “They are bouncing.”)
9. Do auxiliary singular questions (e.g., “Does he like this color?”)

10. Do auxiliary plural questions (e.g., “Do they want milk?”)

- During the administration, avoid using copula or auxiliary models as much as possible.
- Follow the script exactly for all 36 test items. Directions for handling manipulatives appear in italics and statements you should present to the child appear in bold.
- If a child does not provide a sentence with a subject or provide an incorrect verb form you may prompt the child for the correct sentence structure.
- If the standard prompt does not elicit a response from the child, additional prompts are presented in smaller print following the examiner’s text.
- The targeted response appears just above the response line.
- If the child provides the response as written, circle the response.
- If the child provides an alternate response, record the child’s response verbatim on the response line provided for each item.

STARTING POINT, BASAL, & CEILING: All children start on the first item and are administered all the items.

SCORING:

During the Assessment

- If the child provides the response as written, circle the response.
- If the child provides an alternate response, record the child’s response verbatim on the response line provided for each item.
- If you need to prompt the child indicate it by writing (p) before the second/prompted response
- **Special Note:** There are some forms that initially sound like they are unscorable, however they may be scorable as a different grammatical structure. These instances are signaled by words such as: *if*, *how come*, and *I wonder*. For example:
 - **Item #4 Examiner:** *I’ll find out.* (*Puppet whispers to the bug.*) **Uh huh, give her the yellow blanket.** (*Make whimpering noises.*) **I wonder if the moon guys are crying. You ask.** [AP: Ask the puppet if the moon guys are crying.]
Target: *Are the moon guys (they) crying?* (Correct be plural auxiliary question)
Response: *How come the moon guys are crying?*
Score: *The moon guys are crying.* (Correct be plural auxiliary statement)
 - **Item #5 Examiner:** **Let me check.** (*Puppet whispers to moon guys.*) **Uh huh. I wonder if the bug’s laughing. You find out. (Ask the puppet.)** [AP: Ask the puppet if the bug’s laughing.]
Target: *Is the bug (she/he) laughing?* (Correct be singular auxiliary question)
Response: *If the moon guys are laughing I’ll smile*
Score: *The moon guys are laughing.* (Correct be plural auxiliary statement)
 - **Item #12 Examiner:** **Let me check.** (*Puppet whispers to bug.*) **Oh, yes. Let’s see what we have to drink.** (*Bring out drink cartons.*) **Find out if the bug likes milk. (Ask the puppet.)** [AP: Ask the puppet if the bug likes milk.]
Target: *Does the bug (she/he) like milk?* (Correct singular do question)
Response: *I wonder if the bug is thirsty.*
Score: *The bug is thirsty.* (Correct be singular copula statement)

After the Assessment

- The entire assessment will be listened to again after you administer the probe; nonetheless it is still important to record the response during the assessment in case there is an equipment failure
- When the child provides a response, you will score each response based on the type of response and the grammatical correctness of the response.
- When scoring the be/do probe:
 - 1) **Read each response.**
If the child provides two responses on the TEGI, we will give priority to the target response. When a child provides two responses, we will use the targeted response regardless of whether the response is correct or incorrect. *However, examiners should not be prompting if a child provides a scoreable response that is not the target.*

- 2) **Determine if the response includes (or attempts) a *Be* form (copula or auxiliary), a *Do* form, or neither of these.**
 - 3) **If the response includes a *Be* form**
 - Determine if it includes a copula or an auxiliary
 - Determine if the response is singular or plural
 - Determine if the response is a statement or a question
 - Locate the column in the scoring grid for that response type
 - Finally, determine if the response is correct or incorrect
 - Enter 1 if the response is grammatically correct or 0 if the response is grammatically incorrect
 - If a response has double marking (e.g., “Are they are hungry?” or “Do they do like hamburgers?” or “Does he needs a tissue?”) it is *incorrect*
 - Record elliptical utterances that are contextually appropriate as correct. (e.g., “Yes, they are,” or “He is too.”)
 - Past tense forms “was” and “were” are acceptable
 - 4) **If the response includes a *Do* form**
 - Determine if the response is singular or plural
 - Locate the column in the scoring grid for that response type
 - Finally, determine if the response is correct or incorrect
 - Enter 1 if the response is grammatically correct or 0 if the response is grammatically incorrect.
 - If a response has double marking (e.g., “Are they are hungry?” or “Do they do like hamburgers?” or “Does he needs a tissue?”) it is *incorrect*.
 - 5) **If a response does not include one of the 10 targeted structures**
 - Locate the column in the scoring grid labeled Unscorable
 - Record a 1 in the scoring box in the Unscorable column
 - 6) **If the child does not respond to an item**
 - Locate the column in the scoring grid labeled No Response
 - Record 1 in the scoring box in the No Response column
- Errors made with articles and substitutions of vocabulary words are not counted and do not affect the scoring.
 - For each column (A-J), add up the number of items with a score of “1”. Record this score at the bottom of the page in the score box labeled “correct”.
 - For each column (A-J), add up the number of items with a score of “1” and “0”. Record this number at the bottom of the page in the score box labeled “ attempts”.
 - Calculate the “Be” and “Do” subtotals for each page.
 - Transfer the subtotal numbers to the last page of the be/do probe. Calculate the “Be” and the “Do” score.

TEGI: Additional Scoring

Scoring

- Calculate the child’s chronological age
- All scores will be rounded to the nearest whole number
- For the **phonological probe** indicate if the child passed or failed by putting a check mark in the appropriate box. For full instructions on how to score the phonological probe see the phonological probe section (page 65).
- For the **Third Person Singular Probe** transfer the percentage correct onto the front score sheet. Write this percentage in the *probe score* column under the *summary scores* section and under the *screening test* section. For full instructions on how to score the third person singular probe see the third person singular probe section (page 67).
- For the **Past Tense Probe** transfer the percentage correct onto the front score sheet. Write this percentage in the *probe score* column under the *summary scores* section and under the *screening test*

section. For full instructions on how to score the past tense probe see the past tense probe section (page 73-75).

- For the **Be/Do** transfer the percentage correct onto the front score sheet for the **be** and **do** portion. Write each percentage in the appropriate *probe score* column under the *summary scores* section. For full instructions on how to score the be/do probe see the be/do probe section (page 79).
- On the front page add up sum of the percentages in both probe score columns. For the *summary scores* section this total will be in the **sum of probe scores** row. For the *screening test* this total will be in the **sum of screening probe scores**.
- Divide these totals by the number indicated in the row. For the **sum of probe scores** you will divide by 4. Put this new total into the **elicited grammar composite** row under the *summary scores* section. Round to nearest whole number.
- For the **sum of screening probe scores** you will divide by 2. Put this new total into the **screening test score** row under the *screening test* section. Round to nearest whole number.
- Turn to page 100 in the TEGI examiners manual. This will be Appendix A. In the appropriate *criterion score* column write in the criterion score for the child's age for each subtest. Compare the probe scores to the criterion score and indicate if the score is "at/above criterion" or "below criterion" with an X in the appropriate column.

Demographics

Norms for Test of Early Grammatical Impairment (Rice & Wexler, 2001) were based upon data available in the TEGI manual on the children in the normal language group. The following table was taken from p 62 of the manual.

Table 4.7 Rice/Wexler Standardization Sample by Race/Ethnicity—Children in the Normal Language Group

Race/Ethnicity	Ages 3.00–5.11			Ages 6.00–6.11		
	<i>n</i>	Sample %	U.S. Population %	<i>n</i>	Sample %	U.S. Population %
African American	38	13.0	16.0	4	4.0	16.4
Hispanic	47	16.0	17.4	11	11.0	15.9
Other	13	4.4	5.3	13	13.0	5.1
White	195	66.6	61.3	72	72.0	62.7
Total	293	100	100	100	100	100

Table 4.9 Rice/Wexler Standardization Sample by Region—Children in the Normal Language Group

Region	Ages 3.00–5.11			Ages 6.00–6.11		
	<i>n</i>	Sample %	U.S. Population %	<i>n</i>	Sample %	U.S. Population %
Northeast	60	20.5	18.1	13	13.0	18.7
North Central	67	22.9	23.6	31	31.0	23.9
South	76	25.9	33.0	26	26.0	33.1
West	90	30.7	25.3	30	30.0	24.2
Total	293	100	100	100	100	100

Table 4.11 Rice/Wexler Standardization Sample by Parent Education Level—Children in the Normal Language Group

Years of Education	Ages 3.00–5.11			Ages 6.00–6.11		
	<i>n</i>	Sample %	U.S. Population %	<i>n</i>	Sample %	U.S. Population %
11 or less	39	13.3	17.6	7	7.0	17.4
12	49	16.7	31.2	22	22.0	32.2
13–15	87	29.7	28.6	34	34.0	28.9
16 or more	118	40.3	22.7	37	37.0	21.4
Total	293	100	100	100	100	100

Means and standard deviations for the standard score conversions for the Elicited Grammar Composite were created using the following table from the TEGI manual (p 65).

Table 4.13 Means and Standard Deviations for the Rice/Wexler Probe Scores, Elicited Grammar Composite, and Grammaticality Judgment Scores by Age—Children in the Normal Language Group

Age	n	Third Person Singular Probe		Past Tense Probe		Be/Do Probe (Be Score)		Be/Do Probe (Do Score)		Elicited Grammar Composite		Dropped Marker*		Agreement*		Dropped -Ing*	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3.00–3.05	43	.71	.30	.65	.25	.72	.28	.60	.35	.67	.22						
3.06–3.11	50	.80	.27	.78	.22	.86	.17	.71	.36	.79	.17						
4.00–4.05	50	.87	.24	.84	.19	.87	.18	.74	.34	.83	.20	.70	.25	.75	.25	.73	.31
4.06–4.11	50	.91	.18	.90	.10	.90	.16	.83	.23	.89	.11	.75	.21	.81	.20	.83	.22
5.00–5.05	50	.93	.11	.88	.12	.93	.12	.87	.18	.90	.10	.80	.20	.84	.21	.85	.24
5.06–5.11	50	.97	.06	.93	.08	.93	.08	.83	.20	.92	.08	.83	.18	.87	.16	.87	.17
6.00–6.05	50	.97	.07	.93	.08	.96	.06	.90	.13	.94	.06	.92	.12	.94	.12	.94	.15
6.06–6.11	50	.96	.07	.94	.06	.96	.06	.90	.14	.94	.06	.93	.09	.98	.05	.97	.07

* As described in text, these scores represent A' calculations. All other scores represent a percentage correct.

TEGI standard score conversion tables Elicited Grammar Composite: 3;0-3;5

Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile
0	54	0.1	40	81	10	80	108	70
1	55	0.1	41	82	12	81	109	73
2	55	0.1	42	82	12	82	110	75
3	56	0.1	43	83	13	83	110	75
4	57	0.1	44	84	14	84	111	77
5	57	0.1	45	85	16	85	112	79
6	58	0.2	46	85	16	86	112	79
7	59	0.3	47	86	18	87	113	81
8	59	0.3	48	87	19	88	114	82
9	60	0.4	49	87	19	89	115	84
10	61	0.5	50	88	21	90	115	84
11	61	0.5	51	89	23	91	116	86
12	62	1	52	89	23	92	117	87
13	63	1	53	90	25	93	117	87
14	63	1	54	91	27	94	118	88
15	64	1	55	91	27	95	119	90
16	65	1	56	92	30	96	119	90
17	65	1	57	93	32	97	120	91
18	66	1	58	93	32	98	121	92
19	67	1	59	94	34	99	121	92
20	67	1	60	95	37	100	122	93
21	68	2	61	95	37			
22	69	2	62	96	40			
23	70	2	63	97	42			
24	70	2	64	97	42			
25	71	3	65	98	45			
26	72	3	66	99	47			
27	72	3	67	100	50			
28	73	4	68	100	50			
29	74	4	69	101	53			
30	74	4	70	102	55			
31	75	5	71	102	55			
32	76	5	72	103	58			
33	76	5	73	104	61			
34	77	6	74	104	61			
35	78	7	75	105	63			
36	78	7	76	106	66			
37	79	8	77	106	66			
38	80	9	78	107	68			
39	80	9	79	108	70			

TEGI standard score conversion tables Elicited Grammar Composite: 3;6-3;11

Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile
0	40	<0.1	40	65	1	80	100	50
1	40	<0.1	41	66	1	81	101	53
2	40	<0.1	42	67	1	82	102	55
3	40	<0.1	43	68	2	83	103	58
4	40	<0.1	44	69	2	84	104	61
5	40	<0.1	45	70	2	85	105	63
6	40	<0.1	46	70	2	86	106	66
7	40	<0.1	47	71	3	87	107	68
8	40	<0.1	48	72	3	88	107	68
9	40	<0.1	49	73	4	89	108	70
10	40	<0.1	50	74	4	90	109	73
11	40	<0.1	51	75	5	91	110	75
12	40	<0.1	52	76	5	92	111	77
13	41	<0.1	53	77	6	93	112	79
14	42	<0.1	54	77	6	94	113	81
15	43	<0.1	55	78	7	95	114	82
16	44	<0.1	56	79	8	96	115	84
17	45	<0.1	57	80	9	97	115	84
18	46	<0.1	58	81	10	98	116	86
19	47	<0.1	59	82	12	99	117	87
20	47	<0.1	60	83	13	100	118	88
21	48	<0.1	61	84	14			
22	49	<0.1	62	85	16			
23	50	<0.1	63	85	16			
24	51	<0.1	64	86	18			
25	52	0.1	65	87	19			
26	53	0.1	66	88	21			
27	54	0.1	67	89	23			
28	55	0.1	68	90	25			
29	55	0.1	69	91	27			
30	56	0.1	70	92	30			
31	57	0.1	71	92	30			
32	58	0.2	72	93	32			
33	59	0.3	73	94	34			
34	60	0.4	74	95	37			
35	61	0.5	75	96	40			
36	62	1	76	97	42			
37	62	1	77	98	45			
38	63	1	78	99	47			
39	64	1	79	100	50			

TEGI standard score conversion tables Elicited Grammar Composite: 4;0-4;5

Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile
0	40	<0.1	40	67	1	80	97	42
1	40	<0.1	41	68	2	81	98	45
2	40	<0.1	42	69	2	82	99	47
3	40	<0.1	43	70	2	83	100	50
4	40	<0.1	44	70	2	84	100	50
5	41	<0.1	45	71	3	85	101	53
6	42	<0.1	46	72	3	86	102	55
7	43	<0.1	47	73	4	87	103	58
8	43	<0.1	48	73	4	88	103	58
9	44	<0.1	49	74	4	89	104	61
10	45	<0.1	50	75	5	90	105	63
11	46	<0.1	51	76	5	91	106	66
12	46	<0.1	52	76	5	92	106	66
13	47	<0.1	53	77	6	93	107	68
14	48	<0.1	54	78	7	94	108	70
15	49	<0.1	55	79	8	95	109	73
16	49	<0.1	56	79	8	96	109	73
17	50	<0.1	57	80	9	97	110	75
18	51	<0.1	58	81	10	98	111	77
19	52	0.1	59	82	12	99	112	79
20	52	0.1	60	82	12	100	112	79
21	53	0.1	61	83	13			
22	54	0.1	62	84	14			
23	55	0.1	63	85	16			
24	55	0.1	64	85	16			
25	56	0.1	65	86	18			
26	57	0.1	66	87	19			
27	58	0.2	67	88	21			
28	58	0.2	68	88	21			
29	59	0.3	69	89	23			
30	60	0.4	70	90	25			
31	61	0.5	71	91	27			
32	61	0.5	72	91	27			
33	62	1	73	92	30			
34	63	1	74	93	32			
35	64	1	75	94	34			
36	64	1	76	94	34			
37	65	1	77	95	37			
38	66	1	78	96	40			
39	67	1	79	97	42			

TEGI standard score conversion tables Elicited Grammar Composite: 4;6-4;11

Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile
0	40	<0.1	40	40	<0.1	80	87	19
1	40	<0.1	41	40	<0.1	81	89	23
2	40	<0.1	42	40	<0.1	82	90	25
3	40	<0.1	43	40	<0.1	83	91	27
4	40	<0.1	44	40	<0.1	84	93	32
5	40	<0.1	45	40	<0.1	85	94	34
6	40	<0.1	46	41	<0.1	86	95	37
7	40	<0.1	47	42	<0.1	87	97	42
8	40	<0.1	48	44	<0.1	88	98	45
9	40	<0.1	49	45	<0.1	89	100	50
10	40	<0.1	50	46	<0.1	90	101	53
11	40	<0.1	51	48	<0.1	91	102	55
12	40	<0.1	52	49	<0.1	92	104	61
13	40	<0.1	53	50	<0.1	93	105	63
14	40	<0.1	54	52	0.1	94	106	66
15	40	<0.1	55	53	0.1	95	108	70
16	40	<0.1	56	55	0.1	96	109	73
17	40	<0.1	57	56	0.1	97	110	75
18	40	<0.1	58	57	0.1	98	112	79
19	40	<0.1	59	59	0.3	99	113	81
20	40	<0.1	60	60	0.4	100	115	84
21	40	<0.1	61	61	0.5			
22	40	<0.1	62	63	1			
23	40	<0.1	63	64	1			
24	40	<0.1	64	65	1			
25	40	<0.1	65	67	1			
26	40	<0.1	66	68	2			
27	40	<0.1	67	70	2			
28	40	<0.1	68	71	3			
29	40	<0.1	69	72	3			
30	40	<0.1	70	74	4			
31	40	<0.1	71	75	5			
32	40	<0.1	72	76	5			
33	40	<0.1	73	78	7			
34	40	<0.1	74	79	8			
35	40	<0.1	75	80	9			
36	40	<0.1	76	82	12			
37	40	<0.1	77	83	13			
38	40	<0.1	78	85	16			
39	40	<0.1	79	86	18			

TEGI standard score conversion tables Elicited Grammar Composite: 5;0-5;5

Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile
0	40	<0.1	40	40	<0.1	80	85	16
1	40	<0.1	41	40	<0.1	81	86	18
2	40	<0.1	42	40	<0.1	82	88	21
3	40	<0.1	43	40	<0.1	83	89	23
4	40	<0.1	44	40	<0.1	84	91	27
5	40	<0.1	45	40	<0.1	85	92	30
6	40	<0.1	46	40	<0.1	86	94	34
7	40	<0.1	47	40	<0.1	87	95	37
8	40	<0.1	48	40	<0.1	88	97	42
9	40	<0.1	49	40	<0.1	89	98	45
10	40	<0.1	50	40	<0.1	90	100	50
11	40	<0.1	51	41	<0.1	91	101	53
12	40	<0.1	52	43	<0.1	92	103	58
13	40	<0.1	53	44	<0.1	93	104	61
14	40	<0.1	54	46	<0.1	94	106	66
15	40	<0.1	55	47	<0.1	95	107	68
16	40	<0.1	56	49	<0.1	96	109	73
17	40	<0.1	57	50	<0.1	97	110	75
18	40	<0.1	58	52	0.1	98	112	79
19	40	<0.1	59	53	0.1	99	113	81
20	40	<0.1	60	55	0.1	100	115	84
21	40	<0.1	61	56	0.1			
22	40	<0.1	62	58	0.2			
23	40	<0.1	63	59	0.3			
24	40	<0.1	64	61	0.5			
25	40	<0.1	65	62	1			
26	40	<0.1	66	64	1			
27	40	<0.1	67	65	1			
28	40	<0.1	68	67	1			
29	40	<0.1	69	68	2			
30	40	<0.1	70	70	2			
31	40	<0.1	71	71	3			
32	40	<0.1	72	73	4			
33	40	<0.1	73	74	4			
34	40	<0.1	74	76	5			
35	40	<0.1	75	77	6			
36	40	<0.1	76	79	8			
37	40	<0.1	77	80	9			
38	40	<0.1	78	82	12			
39	40	<0.1	79	83	13			

TEGI standard score conversion tables Elicited Grammar Composite: 5;6-5;11

Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile
0	40	<0.1	40	40	<0.1	80	77	6
1	40	<0.1	41	40	<0.1	81	79	8
2	40	<0.1	42	40	<0.1	82	81	10
3	40	<0.1	43	40	<0.1	83	83	13
4	40	<0.1	44	40	<0.1	84	85	16
5	40	<0.1	45	40	<0.1	85	86	18
6	40	<0.1	46	40	<0.1	86	88	21
7	40	<0.1	47	40	<0.1	87	90	25
8	40	<0.1	48	40	<0.1	88	92	30
9	40	<0.1	49	40	<0.1	89	94	34
10	40	<0.1	50	40	<0.1	90	96	40
11	40	<0.1	51	40	<0.1	91	97	42
12	40	<0.1	52	40	<0.1	92	100	50
13	40	<0.1	53	40	<0.1	93	101	53
14	40	<0.1	54	40	<0.1	94	103	58
15	40	<0.1	55	40	<0.1	95	105	63
16	40	<0.1	56	40	<0.1	96	107	68
17	40	<0.1	57	40	<0.1	97	109	73
18	40	<0.1	58	40	<0.1	98	111	77
19	40	<0.1	59	40	<0.1	99	113	81
20	40	<0.1	60	40	<0.1	100	115	84
21	40	<0.1	61	41	<0.1			
22	40	<0.1	62	43	<0.1			
23	40	<0.1	63	45	<0.1			
24	40	<0.1	64	47	<0.1			
25	40	<0.1	65	49	<0.1			
26	40	<0.1	66	51	<0.1			
27	40	<0.1	67	53	0.1			
28	40	<0.1	68	55	0.1			
29	40	<0.1	69	56	0.1			
30	40	<0.1	70	58	0.2			
31	40	<0.1	71	60	0.4			
32	40	<0.1	72	62	1			
33	40	<0.1	73	64	1			
34	40	<0.1	74	66	1			
35	40	<0.1	75	68	2			
36	40	<0.1	76	70	2			
37	40	<0.1	77	71	3			
38	40	<0.1	78	73	4			
39	40	<0.1	79	75	5			

TEGI standard score conversion tables Elicited Grammar Composite: 6;0-6;11

Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile	Raw Score	Standard Score	Percentile
0	40	<0.1	40	40	<0.1	80	65	1
1	40	<0.1	41	40	<0.1	81	67	1
2	40	<0.1	42	40	<0.1	82	70	2
3	40	<0.1	43	40	<0.1	83	72	3
4	40	<0.1	44	40	<0.1	84	75	5
5	40	<0.1	45	40	<0.1	85	77	6
6	40	<0.1	46	40	<0.1	86	80	9
7	40	<0.1	47	40	<0.1	87	82	12
8	40	<0.1	48	40	<0.1	88	85	16
9	40	<0.1	49	40	<0.1	89	87	19
10	40	<0.1	50	40	<0.1	90	90	25
11	40	<0.1	51	40	<0.1	91	92	30
12	40	<0.1	52	40	<0.1	92	95	37
13	40	<0.1	53	40	<0.1	93	97	42
14	40	<0.1	54	40	<0.1	94	100	50
15	40	<0.1	55	40	<0.1	95	102	55
16	40	<0.1	56	40	<0.1	96	105	63
17	40	<0.1	57	40	<0.1	97	107	68
18	40	<0.1	58	40	<0.1	98	110	75
19	40	<0.1	59	40	<0.1	99	112	79
20	40	<0.1	60	40	<0.1	100	115	84
21	40	<0.1	61	40	<0.1			
22	40	<0.1	62	40	<0.1			
23	40	<0.1	63	40	<0.1			
24	40	<0.1	64	40	<0.1			
25	40	<0.1	65	40	<0.1			
26	40	<0.1	66	40	<0.1			
27	40	<0.1	67	40	<0.1			
28	40	<0.1	68	40	<0.1			
29	40	<0.1	69	40	<0.1			
30	40	<0.1	70	40	<0.1			
31	40	<0.1	71	42	<0.1			
32	40	<0.1	72	45	<0.1			
33	40	<0.1	73	47	<0.1			
34	40	<0.1	74	50	<0.1			
35	40	<0.1	75	52	0.1			
36	40	<0.1	76	55	0.1			
37	40	<0.1	77	57	0.1			
38	40	<0.1	78	60	0.4			
39	40	<0.1	79	62	1			