

Subtest: Phonological Probe	
Test Instructions	Say, "I am going to show you some pictures and ask you to name some things." Show 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	<p>During the Assessment</p> <ul style="list-style-type: none"> ▪ Score only the final phoneme; ignore errors in positions other than final. ▪ Circle the number 1 for productions of the final phoneme, whether independent or modeled <p>After the Assessment</p> <ul style="list-style-type: none"> ▪ 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.

Subtest: Third Person Singular -s Probe	
Test Instructions	<p>Practice Items</p> <ul style="list-style-type: none"> ▪ Follow directions on the score sheet ▪ Provide the correct response only for the practice item. ▪ Continue to the test items. <p>Test Items</p> <ul style="list-style-type: none"> ▪ Present each item using the standard <i>prompt</i> 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 <ul style="list-style-type: none"> ○ Note: If the child says, "teaches" the subject is implied, and you can move on to the next item <p>Prompts</p> <ul style="list-style-type: none"> ○ If the child does not provide a subject, you may prompt the child by saying, "Say a whole sentence," or "Start with <i>he</i> or <i>she</i>." ○ 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 <i>verbatim</i> in the space provided. If you provide the alternate prompt, include the subject as part of the child's response. <p>▪ Administer all items.</p>
Scoring	<p>During the Assessment</p> <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ○ 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.) <p>After the Assessment</p> <ul style="list-style-type: none"> ▪ Each response will be scored as <i>correct</i>, <i>incorrect</i>, <i>unscorable</i>, or <i>no response</i>. ▪ <u>Correct responses</u>: 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.). ▪ <u>Incorrect responses</u>: 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). ▪ <u>Unscorable responses</u>: 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). ▪ <u>No response</u>: for when the child does not respond. ▪ Add up responses on the record forms

Subtest: Past Tense Probe		
Test Instructions	Practice Items: <ul style="list-style-type: none"> ▪ Follow directions on the score sheet ▪ Provide the correct response only for the two practice items. ▪ Precede to the test items. 	Test Items: <ul style="list-style-type: none"> ▪ Present each item using the standard prompt provided on the Record Form. ▪ An obligatory context must be provided; If the child does not provide an obligatory context, you can/should prompt them ▪ Record responses <i>verbatim</i> in the space provided. ▪ Administer all items.
Scoring	During the Assessment <ul style="list-style-type: none"> ▪ Record the child's response for each item ▪ Prompt as necessary to get as many scoreable responses as possible After the Assessment <ul style="list-style-type: none"> ▪ Correct regular verb: the child's response includes obligatory context and a correct regular past tense form, such as: <ul style="list-style-type: none"> ○ He walked ○ Painted ○ He brushed ▪ Incorrect regular verb: the child's response includes an obligatory context and an attempted, but incorrect, regular past tense form, such as: <ul style="list-style-type: none"> ○ He walk ○ He brush ▪ Correct irregular verb: the child's response includes obligatory context and a correct irregular past tense form, such as: <ul style="list-style-type: none"> ○ 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 such as: <ul style="list-style-type: none"> ○ He eated ○ Blowed <ul style="list-style-type: none"> ▪ Incorrect irregular verb: the child's response includes an obligatory context and an attempted, but incorrect, irregular past tense form, such as: <ul style="list-style-type: none"> ○ He eat ○ He blow ▪ 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. Unscorable responses include: <ul style="list-style-type: none"> ○ 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. Record the number for column A and B in the probe summary. ▪ Calculate the totals of each column.

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.

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 give; Gived, She gived; Gaved, She gaved	She paints; She put paint on; Give

Obligatory Context													
Past Tense Probe	<p>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 such as:</p> <ul style="list-style-type: none"> • <i>Climb</i> → <i>climbed</i> • <i>Jump</i> → <i>jumped</i> • <i>Twist</i> → <i>twisted</i> <p>Irregular past tense verbs change the bare verb form to a new verb form such as:</p> <ul style="list-style-type: none"> • <i>Blow</i> → <i>blew</i> • <i>Ride</i> → <i>rode</i> <p><u>Other verbs</u></p> <p>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 such as: (prompt if these are given)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Verb type</th> <th style="text-align: left;">Examples</th> </tr> </thead> <tbody> <tr> <td>No change verbs</td> <td>Put, hit, cut, let, cost, bet, set, shut, quit, hurt</td> </tr> <tr> <td>Auxiliary and copula be verbs</td> <td>She <i>is</i> done, She <i>is</i> jumping, He <i>was</i> done, They <i>were</i> painting</td> </tr> <tr> <td>Modal auxiliary verbs</td> <td>She <i>can</i> brush, He <i>would</i> kick, She <i>might</i> give, He <i>will</i> ride</td> </tr> <tr> <td>Third person singular –s verbs</td> <td>He <i>rakes</i>, She <i>makes</i>, He <i>picks</i>, She <i>blows</i></td> </tr> <tr> <td>Bare stem</td> <td>eat, walk, jump, skate</td> </tr> </tbody> </table> <p>Examples</p> <p>During a conversation it is not always necessary to mark a verb for past tense.</p> <p>Example 1</p> <ul style="list-style-type: none"> • Adult: <i>Here the boy is eating cookies. Now he is done. Tell me what he did.</i> • Child: <i>Eat cookies.</i> <p>The verb “eat”, as produced by the child, is a bare stem verb and is not marked for past tense. This utterance that does need tense marking in order to be considered grammatically correct. The above utterance is <u>not an obligatory context for tense marking</u> because there is not a subject.</p> <p>Example 2</p> <ul style="list-style-type: none"> • Adult: <i>Here the boy is eating cookies. Now he is done. Tell me what he did. He...</i> • Child: <i>Ate cookies.</i> <p style="text-align: center;">Or</p> <ul style="list-style-type: none"> • Child: <i>*Eat cookies.1</i> <p>The adult utterance in Example 2 has <i>created an obligatory context</i> for tense marking by providing a subject (i.e., <i>he</i>) for the child. Based upon the obligatory context in Example 2, the child produced the grammatically correct utterance, <i>Ate cookies</i>, or the ungrammatical utterance, <i>*Eat cookies</i>. Notice that the child’s response, <i>Eat cookies</i>, in Example 1, and, <i>*Eat cookies</i>, in Example 2 differ in their grammaticality based upon the obligatory context for past tense marking provided by the subject.</p> <p>In order to create an obligatory context for a past tense verb, the child (or the adult) 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:</p> <ul style="list-style-type: none"> • A pronoun (e.g., <i>he, she</i>) • Noun, or noun phrase (e.g., <i>Sammy, the girl, the boy</i>) • Marking on the main verb because the subject is implied (e.g., <i>walked, ate</i>) <p>Utterances produced by the child during the past tense probe must have an obligatory context for tense marking.</p>	Verb type	Examples	No change verbs	Put, hit, cut, let, cost, bet, set, shut, quit, hurt	Auxiliary and copula be 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>	Bare stem	eat, walk, jump, skate
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3rd -s Probe	<p>Obligatory context is required for this probe as well, but you are looking for 3rd person singular -s marking rather than past tense. The prompting and context rules are applied the same way.</p>												

Final Scoring

- Calculate the child's chronological age
- For the **phonological probe** indicate if the child passed or failed by putting a check mark in the appropriate box.
- For the **Third Person Singular Probe** transfer the percentage correct onto the front score sheet. Write this percentage under the *screening test* section.
- For the **Past Tense Probe** transfer the percentage correct onto the front score sheet. Write this percentage in the *screening test* section.
- Add up sum of the percentages for the *screening test* this total will be in the **sum of screening probe scores**, then 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.