

Summary Form: Sentence Combining

Student Name: _____

Date: _____

Note: Only administer sections relevant to your specific student's needs. This summary form can help to guide programming.

<p>Information - What is this task assessing?</p> <p>This task assesses the student's awareness of and ability to combine sentences in order to use more complex syntax. This plays an important role in the development of literacy and language skills.</p>	<p>The types of sentence combinations in <i>Section A</i> are listed in approximate developmental order based on Steffani (2007). Skill development in earlier combination types supports skill development in later (more complex) combination types. Development continues into the adolescent years.</p>						
<p>Section A: Student Performance – use table on reverse side to capture student performance</p>							
<p>Section B: Prompts, Supports, Accommodations – use this table to summarize helpful strategies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 55%; padding: 5px;">List prompts or supports attempted or trialed</th> <th style="width: 20%; padding: 5px;">Effective (E) Sometimes Effective (S) Not Effective (N)</th> <th style="width: 25%; padding: 5px;">Notes</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td></td> <td></td> </tr> </tbody> </table>		List prompts or supports attempted or trialed	Effective (E) Sometimes Effective (S) Not Effective (N)	Notes			
List prompts or supports attempted or trialed	Effective (E) Sometimes Effective (S) Not Effective (N)	Notes					
<p>Accommodation(s) that may be helpful for this student (e.g., for intervention, in the classroom, in general, etc.):</p>							
<p>Section C: Next Steps (where to go from here)</p> <ul style="list-style-type: none"> ● Provide support and prompts with increasing independence as you work through examples together (e.g., demonstrate how to complete the task → complete the task together → student completes the task with any needed support → student completes the task independently). Work through as many examples as necessary. ● Provide opportunities for carryover to other tasks and contexts (e.g., when discussing a narrative, encourage sentence combining to produce more complex sentence structure). <p>Note: use the supports considered effective in <i>Section B</i></p>							
<p>Section D: Sample IEP Statements</p> <p><i>Note: Be sure to adapt these sample statements to be appropriate for your specific student, their goal(s), and the practices of your specific school board.</i></p> <p><u>Sample Statement #1:</u> The student will increase the complexity of syntax forms by using compound and complex sentences in oral conversations.</p> <p><u>Sample Statement #2:</u> The student will increase the complexity of syntax forms by combining two sentences into one longer complex/compound sentence.</p>							

Section A: Student Performance

Indicate the specific types of sentence combinations targeted with the student including how many items the student completed correctly without any prompts/supports (*# correct without prompts*), correctly with prompts/supports (*# correct with prompts*), and incorrectly (*# incorrect*). For any items the student was unable to complete, count these as incorrect. Include any relevant notes (e.g., prompts used, observations, etc.).

Type of Sentence Combination	# correct...		# incorrect	Notes
	without prompts	with prompts		
Inserting Adjectives				
Inserting Adverbs				
Compound Subjects				
Compound Objects				
Producing Possessive Nouns				
Inserting Appositives				
Simple Conjoining				
Full Propositional Complement				
Simple Infinitive (Same Subject)				
Simple Infinitive (Different Subject)				
Relative Clause				
Wh- Infinitive				
Simple Wh- Clause				
Unmarked Infinitive				

Area(s) of strength:

Area(s) of challenge: