

Supplemental Material S1. Cross-linguistic autism studies published in English employing sentence repetition and sentence production tasks.

Study	Race/Ethnicity	Language	N	Dx	ASD age	LI Definition		ASD NVIQ	Task		Group Comparisons	p	g
						NVIQ	Language		Measure	SR SP			
ASD < TD													
Alhassan & Marinis (2021)	NR	Arabic	10 ASD 42 TD	NR	5.83	-	Arabic PPVT ≤ -1 SD	14.6 (4.89)	Saudi-SRT %	x	.23 (.1) < .36 (.2)	.012	0.62
Arutiunian et al. (2022)	NR	Russian	60 ASD 25 TD	ICD-10	9.11	-	-	83.1 (20.5)	KORABLIK %	x	0.7 (0.4) < 1.0 (.1) x 0.6 (0.4) < 1.0 (0.1)	<.001	0.9 1.02
Brynskov et al. (2017)	NR	Danish	21 ASD 21 TD	ICD-10	4-6	-	-	106 (19)	CELF-P2 raw score	x	21.4 (11.0) < 29.8 (4.2)	.001	0.99
Landa & Goldberg (2005)		English	19 "HFA" 19 TD	NR	11.01	≥ 80	-	104.6 (13.5)	CELF-R SS	x	7.2 (2.7) < 9.8 (3.4)	<.01	0.82
Larson et al. (2022)	ASD: 34 white, 1 Latino TD: 31 white, 2 multiracial	English	34 ASD 34 TD	NR	13.3	> 77	CELF-4 CLS ≤ -1.25 SD or RS SS ≤ -1 SD	111 (14)	CELF-4 SS	x	9.4 (2.9) < 12.0 (1.8)	<.001	1.04
Sukenik & Friedmann (2018)	NR	Hebrew	18 ASD 90 TD	DSM-IV	13.33	> 75	-	NR	PETEL	x	NR	<.0001	-
Tyson et al. (2014)	NR	English	44 "HFA" 34 TD	NR	13.9	≥ 77	-	110.2 (12.8)	CELF-4 SS	x	9.4 (3.0) < 12.0 (1.8) x 9.7 (3.2) < 13.1 (1.3)	<.01	0.99 1.34
ASD = TD													
Harper-Hill et al. (2013)	NR	English	20 PDD 15 TD	ICD-10	11.58	-	-	99.2 (18.0)	CELF-4 SS	x	9.2 (3.8) = 10.4 (2.2) x 9.5 (4.4) = 11.5 (1.8)	.230 .289	0.4 0.56
Manenti et al. (2023)*	NR	French	34 ASD 41 TD	ICD-11	31	-	≤ -1.25 SD of the TD sample M on LITMUS-SR-FR	99.1 (22.3)	LITMUS-French %	x	73 (34.9) = 89.1 (9.4)	.466	0.66
Mixed: ASD = TD & ASD < TD													
Georgiou & Spanoudis (2021) "Greek native"		Greek	16 ASD 35 TD	DSM-5	9.1	≥ 75	≤ -1.25 SD on ≥ 2 EREL subtests	92.38 (10.6)	EREL raw score	x	39.1 (17.5) = 45.9 (12.4) x 22.3 (11.7) < 29.5 (10.7)	.500 <.01	0.48 0.65
ALI = TD													
Riches et al. (2010)	NR	English	16 ALI 17 TD	ICD-10	14.67	≥ 80	CELF-3 core language ≤ -1.5 SD	11.6 (2.4)	CELF-3 raw score	x	21.2 (4.7) = 28.2 (1.5)	.538	1.98
ALI < ASD													
Alhassan & Marinis (2021)	NR	Arabic	10 ALI 10 ASD	NR	6.04 5.83	-	Arabic PPVT ≤ -1 SD	11.4 (2.2) 14.6 (1.8)	Saudi-SRT % correct	x	.10 (.09) < .23 (.08)	.010	1.53

ALI = ASD													
Georgiou & Spanoudis (2021) "Greek native"		Greek	24 ALI 16 ASD	DSM-5	6.4 9.1	≥75	≤ -1.25 SD on ≥2 EREL subtests	86.9 (5.4) 92.4 (10.6)	EREL raw score	x	18.3 (10.3) = 39.1 (17.5)	.070	1.45
										x	9 (6.5) = 22.3 (11.7)	.980	1.46
Whitehouse et al. (2008)	NR	English	18 ALI 18 ASD	DSM-IV	10.9 10.7	≥80	<10th centile on ≥2: TROG, ERRNI Beach Story, TOWRE sight word & phonemic decoding, CCC-2, NEPSY NWR, NEPSY memory for sentences	100.3 (11.7) 110.3 (14.9)	NEPSY SS	x	8.4 (3.4) = 9.8 (2.7)	NR	0.46
Group Differences Unknown													
Botting & Conti-Ramsden (2003)	NR	English	13 AD	DSM-IV	10.8	>70	EVT < 10th centile & TROG < 50th centile	90 (76-107)	CELF-R median %	x	5 (1-9)	NR	-
McGregor et al. (2012)	NR	English	12 ALI 21 ASD	NR	10.97	≥85	CELF-4 SR & FS scaled scores ≤ -1 SD	101 (12.1) 113 (12.3)	CELF-4 M raw score	x x	75.5 (11.0) 137.5 (8.3)	NR	-
Silleresi et al. (2020)	NR	French	16 ALI 27 ASD	DSM-5	8.92	≥80	LITMUS SR & NWR < 77%	92.3 (15.3)	LITMUS-French %	x	31.1 (19.9) 87.9 (11.2)	NR	-
Manenti et al. (2023)*	NR	French	24 ASD- Normal 10 ASD- Low	ICD-11	31	-	≤ -1.25 SD on LITMUS-SR-FR	99.1 (22.3)	LITMUS-French %	x	-	<.001	-

Note. Significant differences in bolded text. Dx = diagnosis. LI = language impairment. SR = Sentence repetition. SP = sentence production. ASD = autism spectrum disorder. NVIQ = nonverbal intelligence quotient. *g* = Hedge's *g*. TD = typically developing. ICD-10 = International Classification. "HFA" = "high functioning autism," as reported in original study. DSM-IV = Diagnostic and statistical manual of mental disorders (DSM)-4th ed. (American Psychiatric Association [APA], 1994). DSM-5 = DSM-5th ed. (APA, 2013). KORABLIK = Russian Child Language Assessment Battery (Lopukhina et al., 2019). CELF-P:2 = Clinical Evaluation of Language Fundamentals (CELF)-Preschool, 2nd Ed (Semel et al., 2004). Raw = raw score. CELF-R = CELF-Revised (Semel et al., 1987). SS = scaled score. CELF=4 = CELF-4th Ed. (Semel et al., 2003). CLS = core language score. PETEL = PETEL: A Sentence Repetition Test (Friedmann, 2000). EREL = Expressive and Receptive Language Evaluation (Spanoudis & Pathiti, 2014). ALI = autism plus language impairment. CELF=3 = CELF-3rd Ed (Semel et al., 1995). AD = autistic disorder. TROG = Test for Reception of Grammar (Bishop, 2005). ERRNI = Expression, Reception, and Recall of Narrative Instrument (Bishop, 2004). TOWRE = Test of Word Reading Efficiency (Torgesen et al., 1999). CCC-2 = Children's Communication Checklist-2nd Ed. (Bishop, 2003). NEPSY = NEPSY: A developmental neuropsychological assessment (Korkman et al., 1998). NWR = nonword repetition test. EVT = Expressive Vocabulary Test (Williams, 1997). LITMUS = The LITMUS-Sentence Repetition-French (Prévost et al., 2012). Arutiunian et al. (2022) measured NVIQ using Raven's Colored Progressive Matrices (Raven, 2000, 2004) in ASD and Kaufman Assessment Battery for Children, K-ABC II (Kaufman & Kaufman, 2004) and Wechsler Intelligence Scale for Children-Third Edition (WISC-III, 1991). In Larson et al. (2022), Landa & Goldberg (2005), and Tyson et al. (2014), NVIQ cutoff was also for FSIQ and VIQ. Riches et al. (2010) reported Wechsler Intelligence Scale for Children - III (WISC-III; Wechsler, 1992) Block Design and Picture Arrangement mean. NR = not reported. - = not possible to calculate.

*Manenti et al. (2023) reported 5 ASD participants reached the stop criterion (i.e., did not answer or answered in a fragmented way, such as by producing only one word or one phrase, for a whole block) and were excluded from analyses. Also, accuracy lower in ASD-Low than ASD-Normal ($U(34) = 0, p < .001, r = -0.784$), but means and *SD* not reported.