

Assessing Vocabulary and Oral Language in Preschool



Assessing Vocabulary and Oral Language Skills in Preschoolers

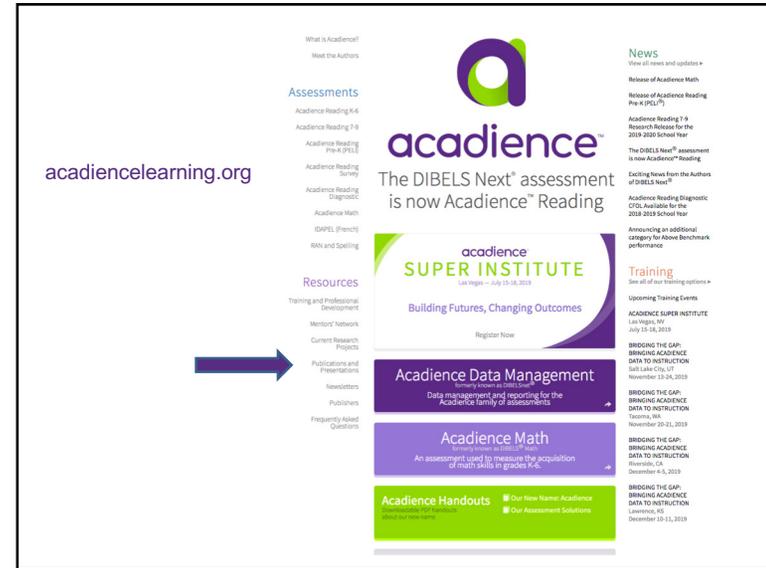
Presenter:
Ruth Kaminski

Contributors:
Mary Abbott, Rose McMahon

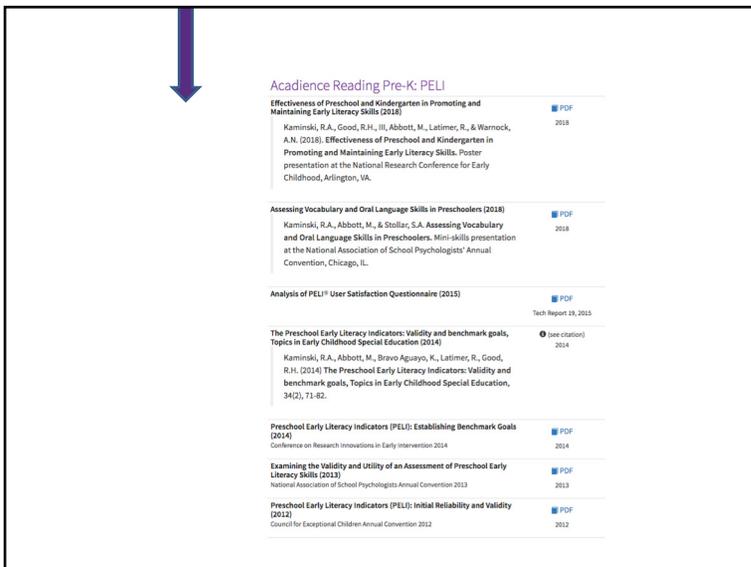
Acadience Learning

National Association for the Education of Young Children
Professional Learning Institute
Long Beach, CA

NAEYC Professional Learning Institute, 2019.



The screenshot shows the website acadiencelearning.org. The main navigation menu includes: What is Acadience?, Meet the Authors, Assessments (Acadience Reading K-6, Acadience Reading 7-9, Acadience Reading Pre-K (PELI), Acadience Reading Survey, Acadience Reading Diagnostic, Acadience Math, IDAPEL (French), RAN and Spelling), Resources (Training and Professional Development, Mentors Network, Current Research Projects, Publications and Presentations, Newsletters, Frequently Asked Questions), and News. A large purple arrow points from the 'Publications and Presentations' link to a list of items: 'Acadience SUPER INSTITUTE', 'Acadience Data Management', 'Acadience Math', and 'Acadience Handouts'. The 'Acadience SUPER INSTITUTE' item is highlighted with a purple box and includes the text 'Building Futures, Changing Outcomes' and 'Register Now'.



A large purple arrow points down to a list of research papers. The first paper is highlighted with a purple box:

Acadience Reading Pre-K- PELI
Effectiveness of Preschool and Kindergarten in Promoting and Maintaining Early Literacy Skills (2018) PDF 2018
Kaminski, R.A., Good, R.H., III, Abbott, M., Latimer, R., & Warnock, A.N. (2018). Effectiveness of Preschool and Kindergarten in Promoting and Maintaining Early Literacy Skills. Poster presentation at the National Research Conference for Early Childhood, Arlington, VA.

Other papers listed include 'Assessing Vocabulary and Oral Language Skills in Preschoolers (2018)', 'Analysis of PELI® User Satisfaction Questionnaire (2015)', 'The Preschool Early Literacy Indicators: Validity and benchmark goals, Topics in Early Childhood Special Education (2014)', 'Preschool Early Literacy Indicators (PELI): Establishing Benchmark Goals (2014)', 'Examining the Validity and Utility of an Assessment of Preschool Early Literacy Skills (2013)', and 'Preschool Early Literacy Indicators (PELI): Initial Reliability and Validity (2012)'.

Disclosure

Ruth Kaminski is a co-owner of Acadience Learning, an educational company that is dedicated to supporting success for children and schools.

Acadience Learning receives revenue from the publication of assessments, training and professional development, and the operation of a data reporting service. Acadience Learning may receive revenue from publication of PELI if and when it is published.

Additional information about Acadience Learning and the PELI is available at <https://acadiencelearning.org/>.

4 | 

Agenda

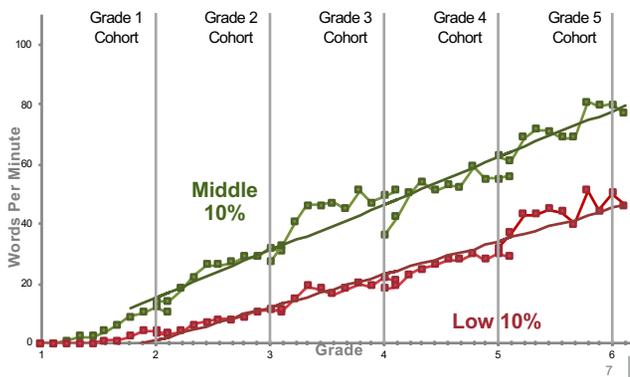
- Importance of assessment of vocabulary and oral language skills in preschool
- Overview of the PELI: Preschool Early Literacy Indicators
- Administration and scoring of vocabulary-oral language
- Practice
- Case study
- Discussion and questions

5



Importance of Assessing Vocabulary and Oral Language in Preschool

The Issue: Differences in Reading Trajectories Start Early



What do Reading Trajectories Have to Do with Vocabulary and Oral Language in Preschool?

Relationship between reading and language skills

- ▶ Decoding skills are supported by vocabulary, syntactic and semantic understandings. (Share, 1999)
- ▶ Strong link between development of oral language and the development of phonological awareness. (Dickinson et al., 2003; Storch & Whitehurst, 2002; Whitehurst & Lonigan, 1998)
- ▶ Variations in oral language abilities account for differences in reading comprehension more significant than age, nonverbal ability or non-word reading. (Nation & Snowling 2004)

8



Skills at Kindergarten Entry Make a Difference

- ▶ Children who enter kindergarten with well-developed language and emergent literacy skills are more likely to benefit from kindergarten instruction in learning to read and become proficient readers.
- ▶ Children who lack language and emergent literacy skills at kindergarten entry are more likely to have later reading difficulties

NICHD Early Child Care Research Network, 2005; National Early Literacy Panel, 2008; National Research Council, 1998

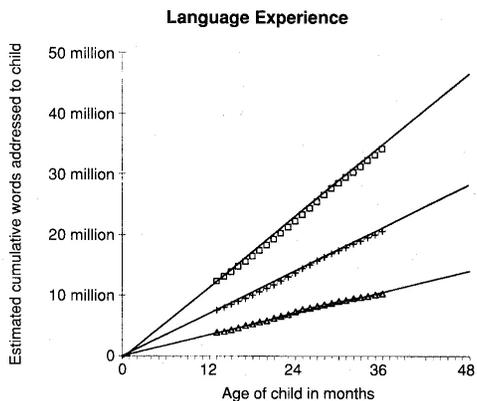
9



Critical precursor skills for later reading develop long before children enter school and begin formal reading instruction.



The Issue: Differences in Language Trajectories Begin Even Earlier (Hart & Risley, 1995)



11



Patterns in Performance are Stable Across the Preschool Year ...

(Cabell, Justice, Logan, & Konold, 2013)

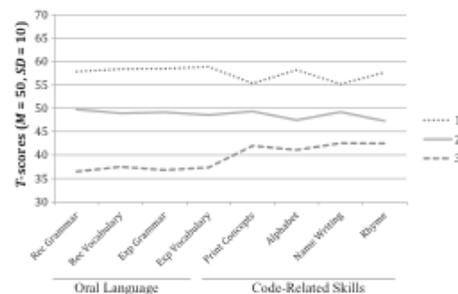


Fig. 2. Spring profiles of emergent literacy (N=369). Profile 1: Highest emergent literacy (35.0%); Profile 2: Average emergent literacy (46.3%); Profile 3: Lowest emergent literacy (18.7%).

... unless we DO something

12



What Do We Need to Do? Promote Vocabulary and Oral Language Development *Early*

Identify children **early** who may need additional support in acquiring vocabulary and oral language skills

- ▶ Provide additional support
- ▶ Monitor progress
- ▶ Modify support as needed
- ▶ Evaluate outcomes

13



Vocabulary and Oral Language: What Is It?

- ▶ Knowledge of words and word meanings
- ▶ The ability to put words together in simple sentences with correct grammar and syntax to communicate needs, wants, ideas and information



14



Promote Vocabulary and Oral Language Development *Early*

How many words do children learn?

- ▶ Typically developing children acquire 2.2 words a day* from 1 year of age to the end of grade 2
 - ▶ 15.4 a week
 - ▶ 803 a year
- ▶ By age 5, a typically developing child has an oral vocabulary of approximately 3,000 words.*

*root words
Biemiller, 2005; Biemiller & Stonim, 2001

15



Promote Vocabulary and Oral Language Development *Early*

How many words can you teach?

- ▶ 2 to 3 a day
- ▶ 10 to 15 a week
- ▶ 350 to 525 a year



16



Overview of the Preschool Early Literacy Indicators (PELI)

What is the PELI?

Preschool Early Literacy Indicators

A storybook embedded assessment of early literacy and language skills for preschool. PELI assesses:

- ▶ Alphabet knowledge
- ▶ Phonological awareness
- ▶ Vocabulary and oral language
- ▶ Comprehension

18 |



PELI Assessment Materials

Benchmark assessment books

- ▶ Three times per year screening of all children
- ▶ Beginning, middle, and end of year

Interim progress monitoring books

- ▶ Progress monitoring between benchmarks for some children

Quick checks

- ▶ More frequent progress monitoring for children receiving intervention in a particular skill area

19 |



PELI Books

10 different books – equally difficult

- ▶ 5 books for 3-4 year old children
 - ▶ 3 Benchmark books
 - ▶ 2 Interim (Progress Monitoring) books
- ▶ 5 books for 4-5 year old
 - ▶ 3 Benchmark books
 - ▶ 2 Interim (Progress Monitoring) books
- ▶ Score forms corresponding to each book

20 |



How to use PELI books

Use benchmark books to assess all children three times per year

- ▶ Benchmark 1: Beginning of year
- ▶ Benchmark 2: Middle of year
- ▶ Benchmark 3: End of year

Use interim progress monitoring books to assess some children between benchmark assessments

- ▶ Mid-way between benchmark 1 and 2
- ▶ Mid-way between benchmark 2 and 3

21



PELI Books



22



PELI Score Forms

23



Features of PELI

- ▶ Storybook format is familiar to preschool students
- ▶ Assessment is integrated into the storybook format



- ▶ Child sits to left of assessor



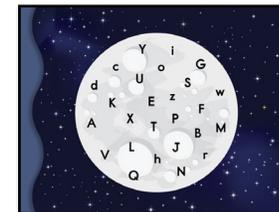
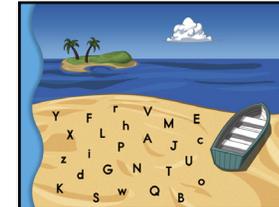
Features of PELI

- ▶ Stories feature diverse characters



Overview: Alphabet Knowledge

- ▶ Child is asked to name as many letters as he/she knows from an array of letters embedded in theme-related picture.
- ▶ Score is number of letters correctly named.



Overview: Vocabulary-Oral Language

- ▶ Child is shown a scene related to the theme of the book.
- ▶ Child is asked to:
 - ▶ Name 10 items.
 - ▶ Tell everything he/she can about 5 items.
- ▶ Score is total of: a) number of pictures correctly named and b) quality of response rating for "Tell About."



27



Overview: Comprehension

- ▶ Questions: Assessor reads a story, pausing to ask questions before, during, and after.
- ▶ Shared retell: Child fills in missing words during a brief retelling of the story.
- ▶ Score is total of: a) questions answered correctly and b) correct responses during Shared Retell.



28



Overview: Phonological Awareness

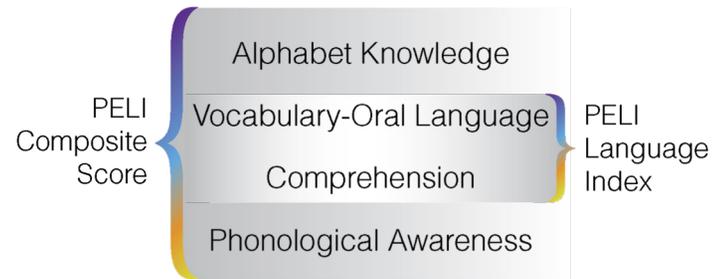
- ▶ Game format
 - ▶ The assessor shows and names a picture and asks the child to say the first part or the first sound in words.
- ▶ Score is total of: a) first parts of words and b) first sounds in words that child says.



29

PELI Scores

Subtest Scores



30

PELI Composite Score

- ▶ A combination of the individual subtests used to represent the overall skill level of the child
- ▶ Each subtest equally weighted to contribute equally to the composite

AK	<u>10</u>	* 2 =	<u>20</u>
V-OL	<u>18</u>	* 3 =	<u>54</u>
Comp	<u>14</u>	* 4 =	<u>56</u>
PA	<u>4</u>	* 4 =	<u>16</u>
PCS		=	<u>146</u>
PLI		=	<u>110</u>

31

PELI Benchmark Goals

What is a benchmark goal?

- ▶ A research-based target score that represents the lowest level of performance that predicts reaching the next goal

What is the research base for the benchmark goals?

- ▶ How a score at a particular point in time (e.g., beginning of pre-K year) predicts early literacy outcomes (e.g., beginning of K performance on early literacy/language assessments)

32

Benchmark Goals and Cut Points for Risk for 3-4 Year Old Children

Subtest	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Alphabet Knowledge	At/above	Core	1+	3+	5+
	Below	Strategic	0	1-2	2-4
	Well Below	Intensive	.	0	0-1
Phonological Awareness	At/above	Core	.	1+	2+
	Below	Strategic	.	0	0
	Well Below	Intensive	.	.	.
Vocabulary – Oral Language	At/above	Core	8+	12+	14+
	Below	Strategic	4-7	6-11	8-13
	Well Below	Intensive	0-3	0-5	0-7
Comprehension	At/above	Core	6+	10+	11+
	Below	Strategic	2-5	5-9	7-10
	Well Below	Intensive	0-1	0-4	0-6
Language Index	At/above	Core	62+	87+	100+
	Below	Strategic	33-61	50-86	59-99
	Well Below	Intensive	0-32	0-49	0-58
PELI Composite Score	At/above	Core	68+	101+	128+
	Below	Strategic	35-67	59-100	85-127
	Well Below	Intensive	0-34	0-58	0-84

Benchmark Goals and Cut Points for Risk for 4-5 Year Old Children

Subtest	Benchmark Status	Likely Need for Support	Beginning of Year	Middle of Year	End of Year
Alphabet Knowledge	At/above	Core	6+	17+	23+
	Below	Strategic	2-5	8-16	14-22
	Well Below	Intensive	0-1	0-7	0-13
Phonological Awareness	At/above	Core	4+	10+	13+
	Below	Strategic	1-3	4-9	9-12
	Well Below	Intensive	0	0-3	0-8
Vocabulary – Oral Language	At/above	Core	18+	21+	23+
	Below	Strategic	13-17	16-20	19-22
	Well Below	Intensive	0-12	0-15	0-18
Comprehension	At/above	Core	13+	16+	17+
	Below	Strategic	10-12	12-15	14-16
	Well Below	Intensive	0-9	0-11	0-13
PELI Language Index	At/above	Core	114+	132+	143+
	Below	Strategic	88-113	111-131	124-142
	Well Below	Intensive	0-87	0-110	0-123
PELI Composite Score	At/above	Core	159+	201+	231+
	Below	Strategic	115-158	160-200	195-230
	Well Below	Intensive	0-114	0-159	0-194

Research: Reliability and Validity

	PCS	V-OL	Comp	PA	AK
Reliability					
Inter-scorer	.98	.90	.96	.98	.96
Alternate-form	.90	.78	.72	.83	.95
Criterion-related Validity					
CELF Expressive vocabulary	.51	.51	.50	.24	.16
Peabody Picture Vocabulary Test	.75	.69	.67	.68	.35
DIBELS Next First Sound Fluency	.62	.35	.40	.65	.51
DIBELS Next Letter Naming Fluency	.53	.23	.30	.44	.74
DIBELS Next Composite Score (BOY K)	.64	.32	.39	.61	.70
Predictive Validity					
CELF Expressive vocabulary	.54	.56	.51	.36	.15
Peabody Picture Vocabulary Test	.77	.77	.70	.57	.50
DIBELS Next First Sound Fluency	.60	.34	.36	.61	.51
DIBELS Next Letter Naming Fluency	.52	.21	.24	.44	.72
DIBELS Next Composite Score (BOY K)	.63	.31	.34	.59	.69

Research: Decision Utility for Benchmark Goals (4-5 Year Olds)

Subtest/Score	AUC	Sens	Spec	AC	PPP	NPP
PPVT						
Vocabulary-Oral Language	.80	.74	.78	.76	.63	.85
Comprehension	.73	.54	.83	.74	.63	.78
Language Index	.81	.63	.80	.74	.62	.81
PELI Composite Score	.80	.61	.81	.74	.62	.80
DIBELS						
Alphabet Knowledge	.89	.87	.77	.79	.53	.95
Phonological Awareness	.86	.83	.73	.76	.52	.93
PELI Composite Score	.87	.86	.74	.77	.54	.94

Note: AUC = Area Under Curve; Sens = Sensitivity; Spec = Specificity; AC = Accurate Classification; PPP = Positive Predictive Power; NPP = Negative Predictive Power.

Research: Decision Utility for Cut Points for Risk (4-5 Year Olds)

Subtest/Score	AUC	Sens	Spec	AC	PPP	NPP
PPVT						
Vocabulary-Oral Language	.90	.70	.91	.88	.62	.94
Comprehension	.86	.61	.98	.92	.88	.93
Language Index	.93	.74	.96	.92	.77	.95
PELI Composite Score	.92	.70	.94	.90	.70	.94
DIBELS						
Alphabet Knowledge	.95	.85	.91	.90	.58	.97
Phonological Awareness	.89	.77	.87	.86	.48	.96
PELI Composite Score	.91	.77	.88	.87	.50	.96

Note: AUC = Area Under Curve; Sens = Sensitivity; Spec = Specificity; AC = Accurate Classification; PPP = Positive Predictive Power; NPP = Negative Predictive Power.



Assessing Vocabulary and Oral Language

Vocabulary and Oral Language Part I: Picture Naming

Early Literacy Skill	Vocabulary and Oral Language
Format	Child is shown a picture of a scene and asked to name common objects in the picture.
Score	1 point for each object correctly named
Prompts	<p><i>What's another name for it?</i></p> <p><i>Do you know what it is called in English?</i></p> <p><i>What is the whole thing called?</i></p> <p><i>What is just this part called?</i></p>
Discontinue	Discontinue if child gives no response on the first three items. Go on to "Tell About."



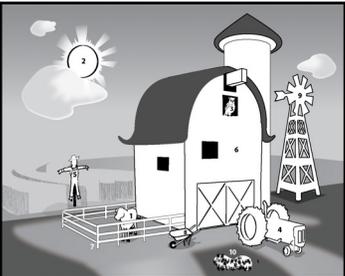
Vocabulary and Oral Language Part I: Picture Naming



Picture Naming Directions

V-OL 1. Here is a picture of a farm. I am going to point to some things and you tell me what they are.

*Point to each picture and ask, **What is this?** or **Do you know what this is?** for the following words:*



1. cow	6. barn
2. sun	7. fence
3. owl	8. wheelbarrow
4. tractor	9. windmill
5. scarecrow	10. puddle

41 | 

Vocabulary and Oral Language Part II: Tell About

Early Literacy Skill	Vocabulary and Oral Language
Format	Child is asked to tell all he/she can about 5 words.
Score	Quality of response rating on 0–5 point scale
Prompts	<i>What do you do with a _____? What is a _____ for? What does a _____ do?</i>
Discontinue	Discontinue if child gives no response on the first three words.

42 | 

Tell About Directions

Now I want you to tell me everything you can about some words. My turn first. I will tell you everything I can about an owl (point to the owl). An owl is a kind of bird that flies around at night and it says, "Hoo." Now it is your turn.

If the child has not named the picture correctly, say, **This is a _____** before asking him/her to tell you about it:

- 1. Tell me everything you can about a cow.**
- 2. Tell me everything you can about a barn.**
- 3. Tell me everything you can about a tractor.**
- 4. Tell me everything you can about a wheelbarrow.**
- 5. Tell me everything you can about a puddle.**

43 | 

Video: Ben and *On the Farm*

44 | 

Tell About Quality of Response Rating

Follows progression of early childhood language development:

- 0 No response or incorrect/irrelevant response
- 1 One word response
- 2 Phrase, correct two-element sentence,
- 3 Correct three-element sentence,
- 4 Correct expanded sentence
- 5 Correct compound sentence

45



Language Development First Year: Listening and Learning

Listening

Looking

Joint Attention

Cooing

Babbling

Vocables



© 2019 Acadience Learning Inc.

Language Development Stage 1: Single Words



First 10 words:
Nouns, Verbs, Descriptive Words
(food animals toys)

kitty mama car
eat juice more
ball baby water
big here
doggie go dada
want cookie

47



Language Development Stage 2: Two-Word Combinations



50-word vocabulary:
mostly Nouns

More cookie Mommy go
Eat cookie Kitty here Big doggie
No bed Want ball Daddy eat

48



Language Development Stage 3: Three-Element Sentences

Oral vocabulary of 50–100 words
Combine Ideas



Daddy throw Throw ball
Daddy throw ball
I go Go school
I go school
The doggie is big
I run fast I want juice
That is my kitty
The doggie is in the house
I kick a ball

49 | 

Language Development Stage 4: Four + Element Sentences

Oral vocabulary of 900–1000 words
Sentences expand and become more grammatically correct



I like to build with blocks at school.
I went to the movies last night.
I can swing on the swings with my friends At the playground.

50 | 

Language Development Stages 5-6: Compound/Complex Sentences

Oral vocabulary of 4,000–6,000 words
Sentences become increasingly sophisticated and correct
Ideas are linked in sentences using “connector words” like *and, then, because, if, when, after*

I go to sleep in my bedroom when I am tired.
I like to read a story before I go to sleep.
I like it when it is nice out and we can play outside.
The game that I played last night is my favorite.
I am going to my grandma’s after I get home from school today.

51 | 

Language Development by Age 5 – Kindergarten Entry

Oral vocabulary of 5,000–8,000 words
Easily use complex sentences that link two or more ideas
Sentences are, for the most part, grammatically correct



52 | 

Tell About Quality of Response Rating

Follows progression of early childhood language development:

- 0 No response or incorrect/irrelevant response
- 1 One word response
- 2 Phrase, correct two-element sentence,
- 3 Correct three-element sentence,
- 4 Correct expanded sentence
- 5 Correct compound sentence

53



0-Point Responses

0 = No response or response unrelated to target word

► Examples of responses that are clearly unrelated to the target word or convey incorrect information

- *It tells you how hot it is outside* (clock)
- *It can help you* (lizard)
- *It's for push* (telescope)

► Examples of responses that are vague and/or do not convey information about the target word:

- *I want it* (merry go round)
- *That place* (stairs)

Note: You can ask a follow-up question—*What do you do with ____? What is a ____ for? Tell me something else about a ____.*

54



Sentence Elements

Subject: Who or what the sentence is about (noun, pronoun or noun phrase)

Verb: Action – does what/what happens? (verb or verb phrase)

Object: The person or thing affected by the action

Descriptive word:

- **Adjective:** Describes a person, place, or thing
- **Adverb:** A word or phrase that describes an action, typically tells how, when or where

Prepositional phrase: phrase that begins with a preposition (e.g., in, on, under) and ends with a noun or pronoun

55



Frame of Reference for Scoring ...



► Become familiar with a three-element sentence and use it as your frame of reference

57



Simple Three-Element Sentence

Subject – Verb -- Object

I throw rocks.

I will throw it.

He throws the ball.

I did throw the ball.

I read a book.

My teacher reads books.

We can read our books.

58



Simple Three-Element Sentence

Subject – Verb - Object

I like to eat.

I want to play.

I would like to help.

Bobby likes to dance.

Faye wants to read.

I do like singing.

Bobby likes sliding.

59



Simple Three-Element Sentence

Subject ---Verb – Descriptive Word

Adjective

The boy is tall.

The cat is fluffy.

His hair is red.

My mom is happy.

The girl feels sad.

Swimming is fun.

Adverb

The monkey is running fast.

He can jump very high.

The girl walks slowly.

I can throw far.

60



Simple Three-Element Sentence

Subject ---Verb – Descriptive Word
 A word or phrase that describes or renames the subject

Noun

- ▶ *Our teacher is a man.*
- ▶ *My dad is a carpenter.*
- ▶ *A dog is an animal.*
- ▶ *Those people are doctors.*

61 | 

Simple Three-Element Sentence

Subject – Verb – Prepositional Phrase

- The cat is under the table.*
- The book is for my teacher.*
- The bike is in the garage.*
- Bobby is at school.*
- Pablo is on the bus.*

62 | 

Practice # 1: Three-Element Sentences

~~he throws~~ _____

he throws the ball ✓

~~I want to run fast~~ _____

I play on the playground ✓

Bobby is playing at school ✓

~~I kick the ball on the playground~~ _____

~~kick the ball~~ _____

~~I play~~ _____

Elements:

- subject
- verb
- object
- descriptive words
- prepositional phrases

63 | 

Practice # 2: Three-Element Sentences

tape is sticky ✓

you can color the paper ✓

~~make fish~~ _____

~~we get paper and paint~~ _____

you can sleep in a house ✓

I like to draw ✓

~~for draw fish~~ _____

you can make a fish ✓

Elements:

- subject
- verb
- object
- descriptive words
- prepositional phrases

64 | 

Practice # 3: Three-Element Sentences

you play at school ✓
 we make it ✓
~~we get some lights and candy~~
 we look in the sky ✓
~~a doctor helps you when you are sick~~
 you talk to your teacher ✓
~~I like swinging on swings~~

Elements:
 subject
 verb
 object
 descriptive words
 prepositional phrases

65

If it is not a 3 ...

Is it less than or greater than?

- ▶ If it is less than a 3 and the utterance contains more than a single word, it is a 2.

Examples of 2-Point Responses

▶ Cow	▶ Cow
* get milk	* cows moo
* in the barn	* cows can eat
▶ Barn	▶ Barn
* the animals	* animals sleep
* eat in there	* horses go

66

If it is not a 3 ...

Is it less than or greater than?

- ▶ If it is greater than a 3, is it a 5?
 - ▶ If it is not a 5, it is a 4
- ▶ Examples of 5-Point Responses (Grammatically correct sentences consisting of two stand-alone clauses joined by connector word(s))
 - * cow: a cow says moo and you get milk from a cow
 - * barn: a barn keeps animals in it so they don't get lost
 - * tractor: you get in it and then you drive it around on the grass
 - * wheelbarrow: a wheelbarrow can roll and it can take hay to the animals
 - * puddle: you jump in it when the rain falls down

67

Scores for Ben: On the Farm

Vocabulary/Oral Language

Y/OL2: Tell About

Optional: Record student responses here.

cow	a cow say moo moo	0	1	2	3	4	5
barn	a barn say old mcdonald had a farm	0	1	2	3	4	5
tractor	a tractor say it moves along	0	1	2	3	4	5
wheelbarrow	a wheelbarrow picks some woodchips	0	1	2	3	4	5
puddle	a puddle grows bigger	0	1	2	3	4	5

V/OL 2 Score: **13**

68

Scores for Ben: *On the Farm*

Vocabulary/Oral Language

V/OL1: Picture Naming
Circle pictures correctly named (1 point). Underline related.

cow, sun, owl, tractor, scarecrow, farm, barn, fence, wheelbarrow, windmill, water, puddle, it blows, water, water

V/OL1 Score: **6**

V/OL2: Tell About
Optional: Record student responses on the back of this sheet.

cow	0	1	2	3	4	5
barn	0	1	2	3	4	5
tractor	0	1	2	3	4	5
wheelbarrow	0	1	2	3	4	5
puddle	0	1	2	3	4	5

V/OL2 Score: **13**

Total Score: V/OL: **19**

Benchmark goal for 3-4 year olds at EOY: 14+

69

Tell About: Practice 1

Vocabulary/Oral Language

V/OL2: Tell About
Optional: Record student responses here.

cow **eat drink**

barn **animals live in it**

tractor **riding**

wheelbarrow **taking pumpkins**

puddle **you step in a puddle**

cow	0	1	2	3	4	5
barn	0	1	2	3	4	5
tractor	0	1	2	3	4	5
wheelbarrow	0	1	2	3	4	5
puddle	0	1	2	3	4	5

V/OL2 Score: **11**

Tell About: Practice 2

Vocabulary/Oral Language

V/OL2: Tell About
Optional: Record student responses here.

cow **milk comes from cows**

barn **a barn has hay**

tractor **a tractor is loud**

wheelbarrow **a wheelbarrow picks up dirt**

puddle **you can play in a puddle**

cow	0	1	2	3	4	5
barn	0	1	2	3	4	5
tractor	0	1	2	3	4	5
wheelbarrow	0	1	2	3	4	5
puddle	0	1	2	3	4	5

V/OL2 Score: **15**

Tell About: Practice 3

Vocabulary/Oral Language

V/OL2: Tell About
Optional: Record student responses here.

cow **you can get milk from a cow**

barn **a barn is for feeding all the animals and helping them**

tractor **a tractor is for driving everyone back to the barn**

wheelbarrow **wheelbarrows are for picking up dirt and grass**

puddle **you can jump in the puddle when you have rainboots on**

cow	0	1	2	3	4	5
barn	0	1	2	3	4	5
tractor	0	1	2	3	4	5
wheelbarrow	0	1	2	3	4	5
puddle	0	1	2	3	4	5

V/OL2 Score: **21**

Tell About: Practice 4

Vocabulary/Oral Language

V/OL2. Tell About
Optional: Record student responses here.

cow	it can moo and it walks and you can milk cows	0 1 2 3 4 5
barn	all the animals can go in the barn so they can rest and sleep	0 1 2 3 4 5
tractor	the farmer can drive it so he can bring hay to the animals	0 1 2 3 4 5
wheelbarrow	a wheelbarrow can roll around on one wheel	0 1 2 3 4 5
puddle	kids can jump in puddles and they can splash everybody	0 1 2 3 4 5

V/OL 2 Score: **24**

Video: Calvin and A Day at the Beach

Scores for Calvin: A Day at the Beach

Vocabulary/Oral Language

V/OL2. Tell About
Optional: Record student responses here.

sandcastle	it's made out of sand / and you can squish it and build it again	0 1 2 3 4 5
umbrella	it gives you shade	0 1 2 3 4 5
water bottle	it gives you water	0 1 2 3 4 5
towel	it gets you dry	0 1 2 3 4 5
anchor	it keeps your boat from floating away	0 1 2 3 4 5

V/OL 2 Score: **17**

Scores for Calvin: A Day at the Beach

Vocabulary/Oral Language

V/OL1. Picture Naming
Circle pictures correctly named (1 point). Underline related.

crab

umbrella

anchor

cloud

water bottle

towel/blanket

sandcastle

sandals/flip flops

cooler/ice chest

island

V/OL 1 Score: **9**

V/OL2. Tell About
Optional: Record student responses on the back of this sheet.

sandcastle		0 1 2 3 4 5
umbrella		0 1 2 3 4 5
water bottle		0 1 2 3 4 5
towel		0 1 2 3 4 5
anchor		0 1 2 3 4 5

V/OL 2 Score: **17**

Total Score: V/OL: **26**

Benchmark goal for 3-4 year olds at EOY: 23+

How do we Use the Data? Case Study

Classroom Report

School: Bright Spring
Grade: Pre-K (Ages 4-5), Beginning of Year
Year: 2015-2016
Class: B. Lucy

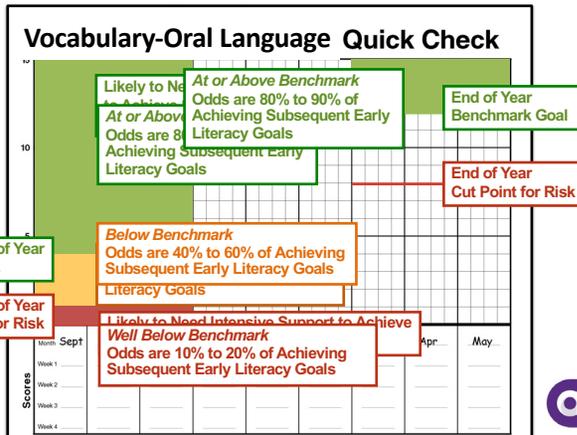
Classroom Report

DIBELSnet
PELI

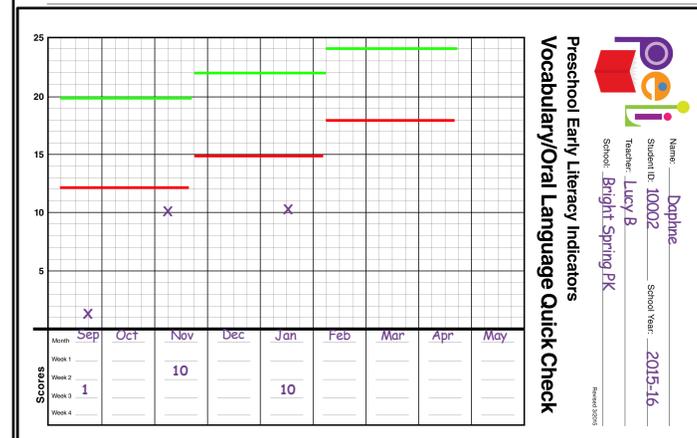
■ At or Above Benchmark / Likely to Need Core Support
 ■ Below Benchmark / Likely to Need Strategic Support
 ■ Well Below Benchmark / Likely to Need Intensive Support

NAME	AK 6+ / <2		PA 4+ / <1		VOL 18+ / <13		COMP 13+ / <10		LANGUAGE INDEX		COMPOSITE	
	Total	Local Percentile	Total	Local Percentile	Total	Local Percentile	Total	Local Percentile	Total	Local Percentile	Total	Local Percentile
C. Adam	1	13	0	18	1	9	3	13	10	9	15	5
A. Daphne	19	83	0	18	0	3	1	6	0	3	44	10
G. Oscar	26	95	0	18	0	3	0	<1	0	3	55	14
M. Louis	20	69	2	54	8	20	4	18	41	17	95	16
H. Nick	0	5	0	18	16	40	12	46	104	38	105	18
A. Joshua	1	13	0	18	16	40	12	46	104	38	108	20
G. David	1	13	0	18	16	40	12	46	104	38	108	20
S. Adrian	26	95	0	18	0	18	10	28	61	22	121	30
T. Ralph	4	26	2	54	16	46	10	60	116	53	135	41
B. Travis	12	44	2	54	16	40	10	46	104	38	142	42
M. Caleb	6	31	4	67	19	59	12	46	114	46	147	44
H. Jasmine	12	44	2	54	16	40	10	60	116	53	156	54
M. Adina	21	74	10	83	10	24	8	25	65	24	160	56
V. Edward	16	56	7	72	15	34	11	35	96	29	166	61
C. Marcus	22	78	10	83	14	31	17	80	119	64	217	82
P. Vivian	25	89	4	67	27	90	17	80	163	90	241	90
L. Jackson	23	81	4	67	36	96	16	75	169	92	248	92
C. Samuel	26	95	14	94	29	92	19	91	179	95	304	>99
GOAL	6		4		18		13		114		159	
AVERAGE	15.3		3.6		14.4		10.6		92.0		144.4	
PERCENT AT BENCHMARK	76%		41%		35%		35%		41%		35%	

Using the Data



Progress Monitoring on V-OL: Daphne



More Frequent Progress Monitoring

Use weekly/biweekly Quick Checks for children who are receiving additional instructional support in a targeted area.

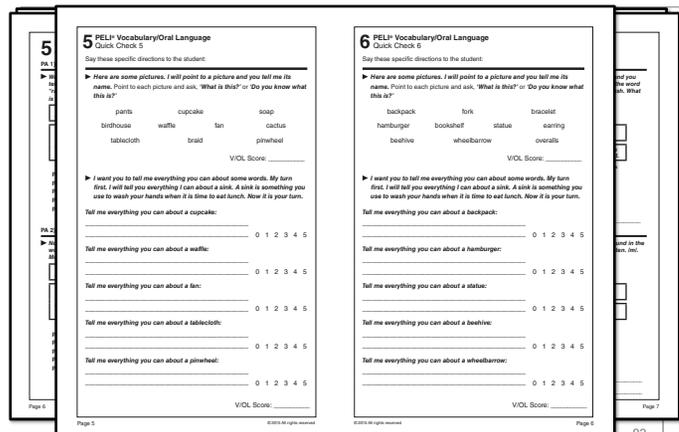
- ▶ Progress monitoring materials (10 alternate forms) for:
 - ▶ Phonological Awareness
 - ▶ Alphabet Knowledge
 - ▶ Vocabulary-Oral Language



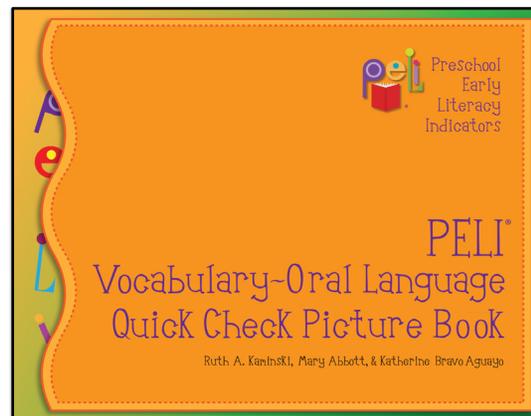
Quick Checks: Scoring Booklets



Scoring Booklets: Look Inside



Quick Checks: Child-Facing Materials



Child-Facing Materials: Look Inside

85

Progress Monitoring on V-OL: Daphne

Preschool Early Literacy Indicators
Vocabulary/Oral Language Quick Check

Name: Daphne
Student ID: 10002
Teacher: Lucy B
School: Bright Spring PK
School Year: 2015-16

Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Week 1									
Week 2			10						
Week 3	1				10	12	17		
Week 4					9	16			

86

Building Futures by Changing Outcomes!

87

Thank You!!

rkamin@acadiencelearning.org
info@acadiencelearning.org
 541-431-6931