

Dear Parent(s) of _____,

All children are assessed three times during the school year using the Preschool Early Literacy Indicators (PELI). The purpose of this assessment is to monitor your child's development in early literacy skills, to identify children who may need additional support, and to guide classroom instruction.

PELI is an assessment in the format of a storybook that was developed to measure preschool early literacy and language skills. The assessment is designed to identify children who are experiencing difficulties acquiring these skills so that additional support can be provided.

The PELI assessment measures the following skill areas: alphabet knowledge, vocabulary and oral language, phonological awareness, and listening comprehension. You can find descriptions of the PELI components below.

Alphabet Knowledge: For this portion of PELI, children are shown a page with all 26 letters (a mix of upper- and lower-case letters) and are asked to name as many letters as they can. The letters are arranged in a picture related to the theme of the story.

Vocabulary-Oral Language. For this portion of PELI, children name 10 pictures related to the theme of the book (e.g., balloon, candle, and card for a book about a birthday) and then are asked to tell us everything they can about five of the words.

Comprehension. We assess comprehension in PELI by asking children to answer questions about the story (for example, "Who was the story about?"). We also do a shared story retell in which children fill in the missing word in the story (for example, "Early one morning Farmer Jane walked to the _____ [barn]").

Phonemic Awareness. For this portion of PELI, children play a game in which they are asked to tell us the first part or first sound in a series of words.

PELI Composite Score: The PELI Composite Score (PCS) is a combination of all of the PELI subtest scores and provides the best overall estimate of a child's early literacy skills.

PELI Language Index: The PELI Language Index combines the Vocabulary-Oral Language and Comprehension scores and provides the best overall estimate of a child's language skills.

Your child's PELI results are provided on the following page. The PELI has benchmark goals for the beginning, the middle, and the end of the year for each of the skill areas assessed, the PELI Language Index, and the PELI Composite Score. The benchmark goals are based on research on how children do on the PELI and then how they do later in learning to read. The goals are set at a level that indicates that a child's skills in this particular area are on track for learning to read when the child enters kindergarten. There are different benchmark goals for children who are 3 to 4 years old, (or who are two years away from kindergarten at the beginning of the school year) and for 4- to 5-year-old children (who are one year away from kindergarten entry at the beginning of the school year).

Your child's scores on the PELI can be understood by comparing them to the benchmark goals for his or her age group. If your child's scores are above the benchmark, he or she is likely to make continued progress in early literacy and language skills with regular classroom instruction and activities. The higher above the benchmark the scores are, the more likely it is that your child will be successful in learning to read in kindergarten. If your child's scores are within a few points of the benchmark, you may want to carefully monitor your child's development to be sure that he or she continues to develop these skills. If your child's scores are below the benchmark, he or she may need some extra support in those particular skill areas.

As you review your child's scores on the PELI, it is very important to keep in mind that the PELI is only one piece of information about your child's language and early literacy skills. How your child does in language and book-related activities in play and routine activities at home and in the classroom are also important considerations.

On the last page you will find some fun activities that you can do at home with your child that promote the development of early literacy skills.

If you have any questions concerning your child's PELI scores, please contact your child's teacher.

Sincerely,

Child's Name: _____

Scores for 3-to-4-Year-Old Children

PELI Score	Beginning of Year Goal	Beginning of Year Score	Middle of Year Goal	Middle of Year Score	End of Year Goal	End of Year Score
Alphabet Knowledge	1		3		5	
Vocabulary and Oral Language	8		12		14	
Comprehension	6		10		11	
Phonological Awareness	-		1		2	
PELI Language Index	62		87		100	
PELI Composite Score	68		101		128	

Scores for 4-to-5-Year-Old Children

PELI Score	Beginning of Year Goal	Beginning of Year Score	Middle of Year Goal	Middle of Year Score	End of Year Goal	End of Year Score
Alphabet Knowledge	6		17		23	
Vocabulary and Oral Language	18		21		23	
Comprehension	13		16		17	
Phonological Awareness	4		10		13	
PELI Language Index	159		201		231	
PELI Composite Score	114		132		143	

Fun activities to do together to help your child learn letter names:

- Work with your child on the letters in his/her first name. Start with the first letter, and when your child knows that letter well move onto the next letter. Don't forget to keep asking about the first letter, too. Help your child to write his/her first name on pictures, cards, etc. naming the letters as you do.
- When your child has learned all the letters in his or her first name, work on the letters in the last name. Always continue to practice the letters in his or her first name, too.
- Look for letters in your child's name in print materials like food boxes or a book.
- Read a variety of books, including alphabet books. There are many of these books available at the library.

Fun activities to do together to help your child learn new words and build comprehension:

- Talk to your child about everyday activities. Use new and different words to describe what is happening. For example, if you see something that is really big you could say..." that was so big...it was enormous!" Then you could ask your child to tell you other things that are enormous.
- Play "I Spy" by talking about a common object and asking your child to guess what it is. Try to use some words that may be unfamiliar to your child (for example, "I spy something you wrap around you when it is chilly. What is it? A blanket!").
- Read to your child at least 3 times a week. Ask questions and discuss what happens in the book. Involve your child in the story by having him/her predict what will happen next and talk. Try to relate what happens in the story to your child's life (for example, Remember when...?).

Fun activities to do together to help with phonemic awareness skills:

- Help your child think of words that start with the same sound as his/her name or other family member's names.
- When you are on a walk or a drive, play "I Spy" and try to find as many things as you can that start with a certain sound. For example, let's see all the things we spy that start with the sound /b/ (bird, ball, bat, bug, bunny, bulldozer, bus, bee, bike, box, building).
- Read picture books with words that start with the same sound. For example, Dr. Seuss's *Foot Book* (for the /f/ sound) or *If you Give a Moose a Muffin* (for the /m/ sound). While you read the book, point out words that start with the same sound emphasizing the sound in the words.