

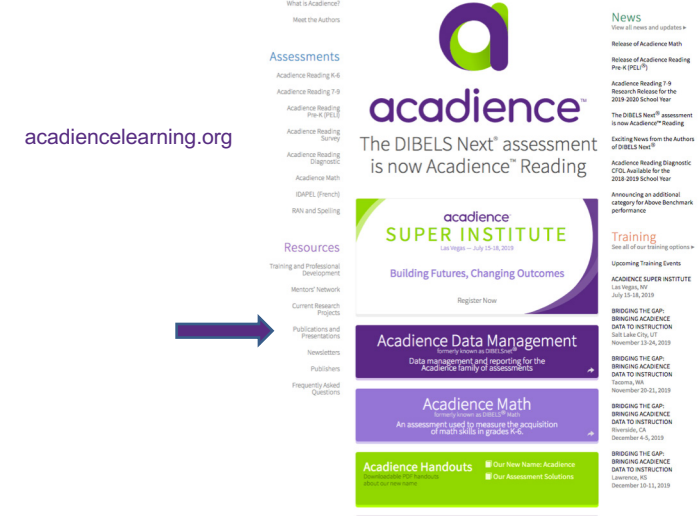
Assessing Vocabulary and Oral Language Skills in Preschoolers

Presenter:
Ruth Kaminski

Contributors:
Mary Abbott, Rose McMahon

Acadience Learning

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



acadiencelearning.org

What is Acadience?
Meet the Authors

Assessments

- Acadience Reading K-6
- Acadience Reading 7-8
- Acadience Reading Pre-K (PELI)
- Acadience Reading Survey
- Acadience Reading Diagnostic
- Acadience Math
- DAPEL (French)
- RAV and Spelling

Resources

- Training and Professional Development
- Current Research Projects
- Publications and Presentations
- Newsletters
- Frequently Asked Questions

News

- View all news and updates
- Release of Acadience Math
- Release of Acadience Reading Pre-K (PELI)
- Acadience Reading 7-8 Research Release for the 2019-2020 School Year
- The DIBELS Next assessment is now Acadience Reading
- Exciting News From the Authors of DIBELS Next
- Acadience Reading Diagnostic CTO Available for the 2019-2020 School Year
- Announcing an additional category for Above Benchmark performance

Training

- See all of our training options
- Upcoming Training Events
- ACADENCE SUPER INSTITUTE
- ACADENCE SUPER INSTITUTE
- July 15-18, 2019
- BRIDGING THE GAP: BRIDGING ACADENCE DATA TO INSTRUCTION
- July 15-18, 2019
- BRIDGING THE GAP: BRIDGING ACADENCE DATA TO INSTRUCTION
- November 13-14, 2019
- BRIDGING THE GAP: BRIDGING ACADENCE DATA TO INSTRUCTION
- November 20-21, 2019
- BRIDGING THE GAP: BRIDGING ACADENCE DATA TO INSTRUCTION
- December 4-5, 2019
- BRIDGING THE GAP: BRIDGING ACADENCE DATA TO INSTRUCTION
- December 10-11, 2019

Acadience Data Management


Data management and reporting for the Acadience family of assessments

Acadience Math

An assessment used to measure the acquisition of math skills in grades K-6

Acadience Handouts

- Our New Number Acadience
- Our Assessment Solutions



Acadience Reading Pre-K-PELI

Effectiveness of Preschool and Kindergarten in Promoting and Maintaining Early Literacy Skills (2018)

Kaminski, R.A., Good, R.H., 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.

Assessing Vocabulary and Oral Language Skills in Preschoolers (2018)

Kaminski, R.A., Abbott, M., & Stollar, S.A. Assessing Vocabulary and Oral Language Skills in Preschoolers. Mini-skill presentation at the National Association of School Psychologists' Annual Convention, Chicago, IL.

Analysis of PELI User Satisfaction Questionnaire (2015)

Tech Report 13, 2015

The Preschool Early Literacy Indicators: Validity and benchmark goals, Topics in Early Childhood Special Education (2014)

Kaminski, R.A., Abbott, M., Bravo Aguayo, K., Latimer, R., Good, R.H. (2014) The Preschool Early Literacy Indicators: Validity and benchmark goals, Topics in Early Childhood Special Education, 34(2), 71-82.

Preschool Early Literacy Indicators (PELI): Establishing Benchmark Goals (2014)

Conference on Research Innovations in Early Intervention 2014

Examining the Validity and Utility of an Assessment of Preschool Early Literacy Skills (2013)

National Association of School Psychologists Annual Convention 2013

Preschool Early Literacy Indicators (PELI): Initial Reliability and Validity (2012)

Council for Exceptional Children Annual Convention 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/>.

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

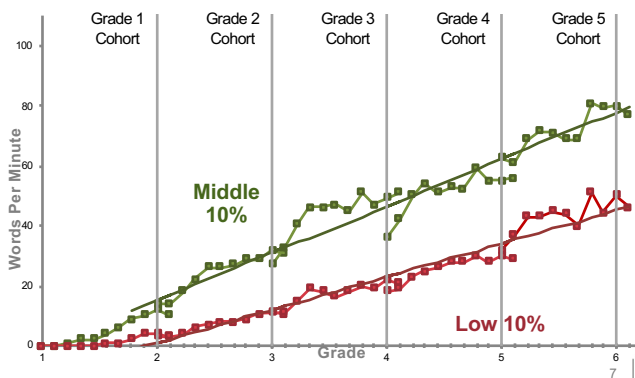
5



© 2019, Acadience Learning Inc.

Importance of Assessing Vocabulary and Oral Language in Preschool

The Issue: Differences in Reading Trajectories Start Early



© 2019, Acadience Learning Inc.

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



© 2019, Acadience Learning Inc.

Skills at Kindergarten Entry Make a Difference

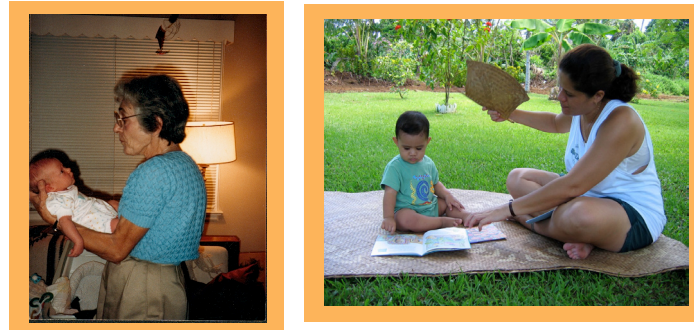
- ▶ Children who enter kindergarten with well-developed language and emergent literacy skills are more likely to benefit from kindergarten instruction in learning to read and become proficient readers.
- ▶ Children who lack language and emergent literacy skills at kindergarten entry are more likely to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

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

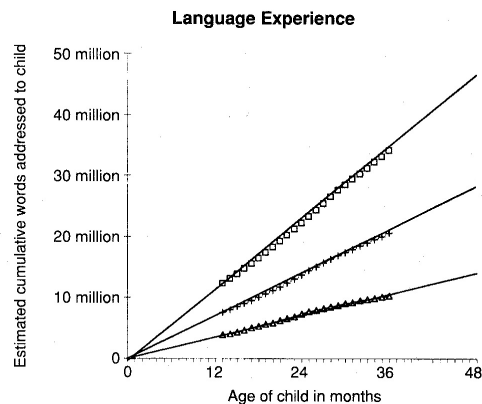
9



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)

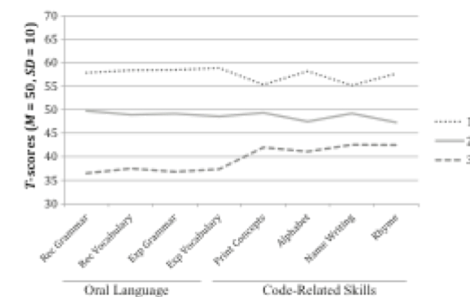


Fig. 2. Spring profiles of emergent literacy ($N=369$). Profile 1: Highest emergent literacy (35.0%); Profile 2: Average emergent literacy (46.3%); Profile 3: Lowest emergent literacy (18.7%).

... 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



© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

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

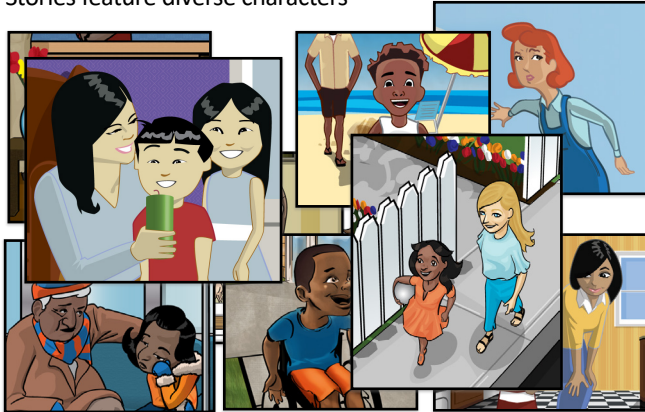


- ▶ Child sits to left of assessor



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."

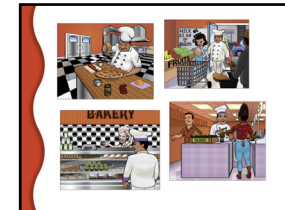


27



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.

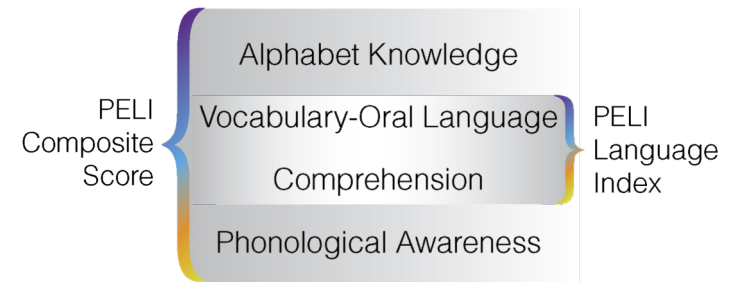


29



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

35



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.

36



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.

37



© 2019 Acadience Learning Inc.

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	<i>What's another name for it?</i> <i>Do you know what it is called in English?</i> <i>What is the whole thing called?</i> <i>What is just this part called?</i>
Discontinue	Discontinue if child gives no response on the first three items. Go on to "Tell About."

39



© 2019 Acadience Learning Inc.

Vocabulary and Oral Language Part I: Picture Naming



40



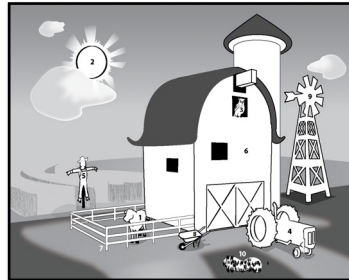
© 2019 Acadience Learning Inc.

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 _____?</i> <i>What is a _____ for?</i> <i>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.

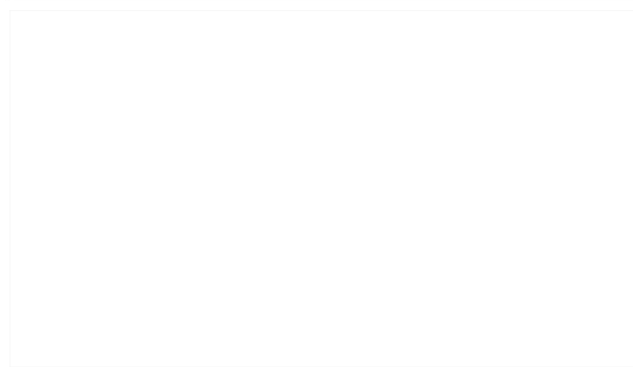
If the child has not named the picture correctly, say, **This is a _____** before asking him/her to tell you about it:

- 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



© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

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

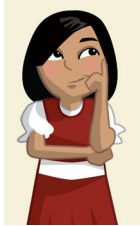
55



© 2019 Acadience Learning Inc.



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



© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

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

- * get milk
- * in the barn

▶ Barn

- * the animals
- * eat in there

▶ Cow

- * cows moo
- * cows can eat

▶ Barn

- * animals sleep
- * horses go

66



© 2019 Acadience Learning Inc.

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



© 2019 Acadience Learning Inc.

Scores for Ben: On the Farm

Vocabulary/Oral Language	
V/OI.2: 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/OI.2 Score: 13	

68



© 2019 Acadience Learning Inc.

Scores for Ben: *On the Farm*

Vocabulary/Oral Language

V/OL 1: 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/floes

V/OL 1 Score: 6

V/OL 2: Tell About
Optional: Record student responses on the back of this sheet.

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

V/OL 2 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/OL 2: 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

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

V/OL 2 Score: 11

© 2019 Acadience Learning Inc.



Tell About: Practice 2

Vocabulary/Oral Language

V/OL 2: 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

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

V/OL 2 Score: 15

© 2019 Acadience Learning Inc.



Tell About: Practice 3

Vocabulary/Oral Language

V/OL 2: 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

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

V/OL 2 Score: 21

© 2019 Acadience Learning Inc.



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					

© 2019 Acadience Learning Inc.

Video: Calvin and A Day at the Beach

74

© 2019 Acadience Learning Inc.

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					

75

© 2019 Acadience Learning Inc.

Scores for Calvin: A Day at the Beach

Vocabulary/Oral Language						
V/OL1. Picture Naming Circle pictures correctly named (1 point). Underline related.						
crab	cloud	sandcastle				
umbrella	water bottle	sandals / flip flops				
anchor	towel / blanket	cooler / ice chest				
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+

76

© 2019 Acadience Learning Inc.

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

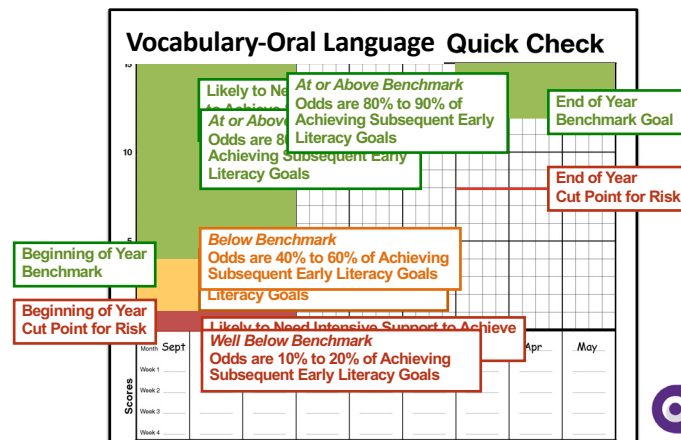
Classroom Report

DIBELSnet PELI

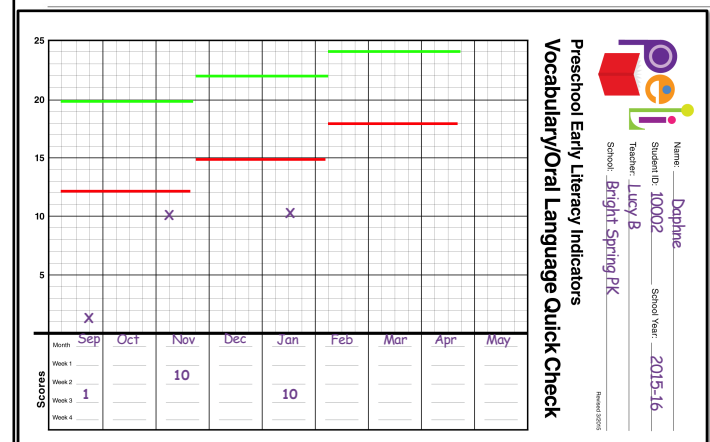
■ At or Above Benchmark / Likely to Need Core Support ■ Below Benchmark / Likely to Need Strategic Support ■ Well Below Benchmark / Likely to Need Intensive Support

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	63	0	18	0	3	6	6	3	44	10	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	105	20
G. David	26	95	0	18	5	18	10	28	61	22	121	30
S. Adrian	4	26	2	54	18	46	10	60	118	53	138	41
T. Ralph	12	44	2	54	16	40	12	46	104	38	142	42
B. Travis	6	31	4	67	19	59	12	46	114	46	147	44
M. Caleb	12	44	2	54	16	40	12	46	104	38	142	44
H. Jasmine	21	74	10	83	10	24	8	25	65	24	160	56
M. Adina	16	56	7	72	15	34	11	35	96	29	168	61
V. Edward	22	78	10	83	14	31	17	80	119	64	217	82
C. Marcus	25	89	4	67	27	80	17	80	163	90	241	90
P. Vivian	23	81	4	67	30	96	16	75	169	92	242	92
L. Jackson	26	95	14	94	29	92	19	91	179	95	304	> 99
C. Samuel	6	31	4	67	19	59	12	46	114	46	147	44
GOAL	15.3		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

81



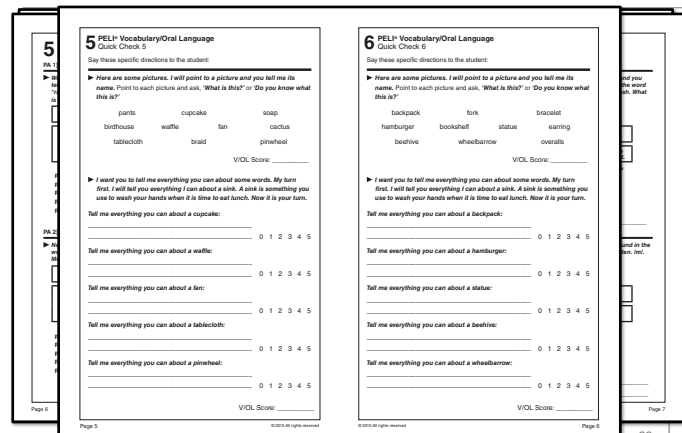
Quick Checks: Scoring Booklets



82



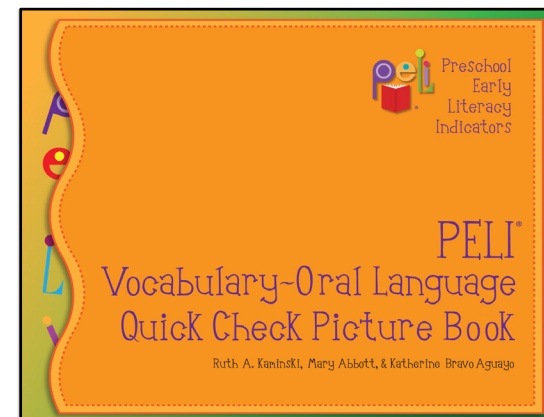
Scoring Booklets: Look Inside



83



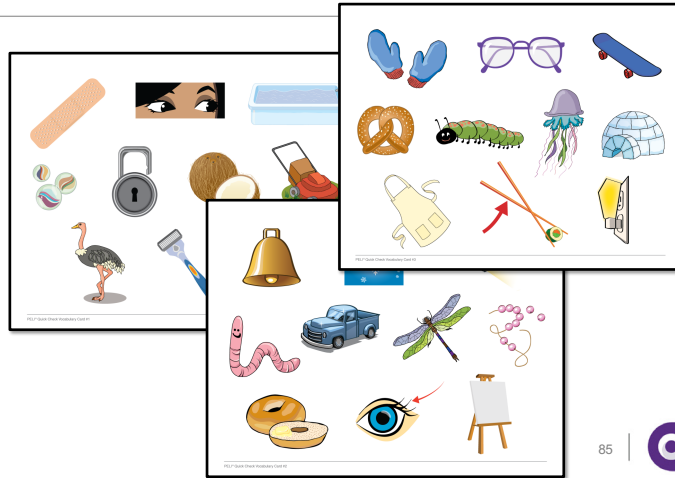
Quick Checks: Child-Facing Materials



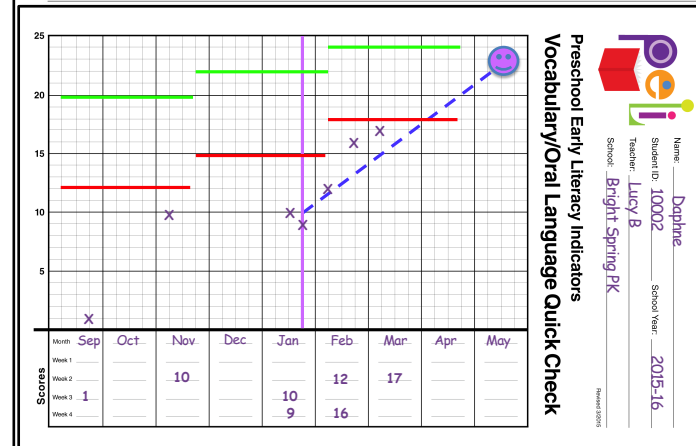
84



Child-Facing Materials: Look Inside



Progress Monitoring on V-OL: Daphne



Building Futures by Changing Outcomes!



Thank You!!

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