



Acadience Reading Pre-K (PELI®)

The authors at Acadience Learning are excited to announce the full release of the Preschool Early Literacy Indicators (PELI). For over 10 years, PELI has undergone extensive research and development resulting in the final set of measures that exist today.

The PELI is a storybook-embedded assessment of essential pre-literacy and oral language skills needed for kindergarten. The assessment is designed to identify children who are experiencing difficulties acquiring these skills with intent to provide the instructional support needed to improve future reading outcomes. The assessment is designed for preschool and pre-kindergarten students (ages 3-5). PELI measures alphabet knowledge, vocabulary and oral language, phonological awareness, and listening comprehension. The assessment is untimed and takes approximately 15 minutes to administer.

There are two different sets of PELI books. One book set is available for children 3 to 4 years old and a different set of books is available for children 4 to 5 years old. Each Classroom Kit includes five PELI books (three benchmark and two interim/progress monitoring books), score sheets, an Assessment Manual, and Quick Check materials (used for more frequent progress monitoring).

Description of the Subtests and Composite Scores

Alphabet Knowledge. During the Alphabet Knowledge task, children are asked to identify as many letters as possible on a page that includes a random array of all 26 letters of the alphabet.

Vocabulary and Oral Language. The Vocabulary and Oral Language subtest has two expressive language tasks, Picture Naming and Tell About. For the Picture Naming task, the child is shown a picture of a scene related to the theme of the book. The child is asked to name ten pictures that range from easy (i.e., known by many preschool children) to difficult (i.e., known by some preschool children). During Tell About a child is asked to tell everything he/she can about five of the pictures.

Comprehension. Comprehension on the PELI is assessed through two tasks. In the first task, Comprehension Questions, the assessor reads a short story and pauses during and after the reading to ask simple literal, prediction and inference questions. Following the story, the child participates in a Shared Retell task during which the assessor retells the story, leaving out words with the child filling in the blanks.

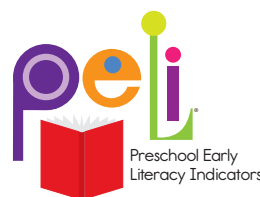
Phonological Awareness. Phonological Awareness is assessed through a game during which the child is shown a picture of a scene related to the theme of the book. The child is shown a series of 10 pictures of objects and asked to identify the first part or the first sound of a word for each picture. This page of the book is a pocket page depicting a scene related to the theme of the story. After the child responds, he/she gets to put the picture in the pocket.

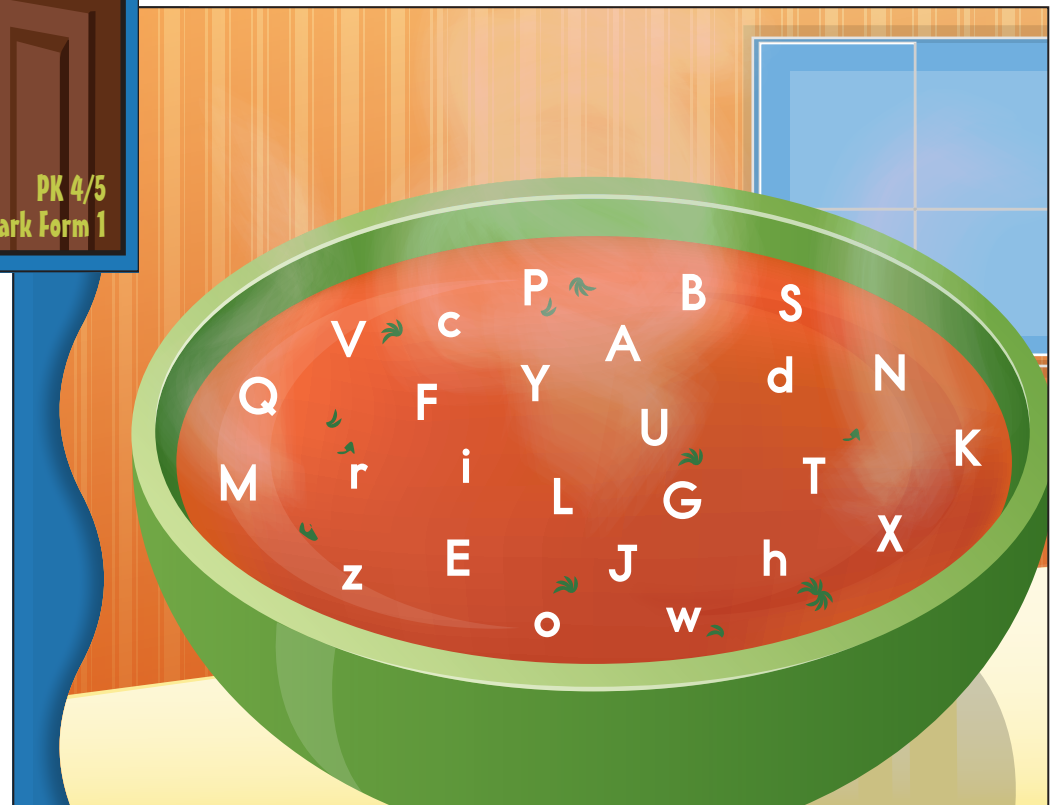
Composite Scores. PELI has two composite scores. The PELI Language Index (PLI) is a combined score that includes the Vocabulary-Oral Language and Comprehension subtests. The PELI Composite Score (PCS) is a combination of all of the PELI subtest scores and provides the best estimate of overall early literacy performance.

Benchmark goals. Benchmark goals and cut points for risk have been established for the PELI for each subtest and composite score. An advantage of these established benchmarks is that they serve as predictors of performance on future kindergarten Acadience Reading assessments.

Sample Materials

Sample PELI materials are attached, including a PELI cover and content of the subtests. For more information, email info@acadiencelearning.org.





Alphabet Knowledge subtest: “Here is a bowl of alphabet soup with letters in it. Do you know any of these letters? Point to and tell me the names of all of the letters that you know.”



V-OL I. Here are some pictures of things you might see in a kitchen. I will point to a picture and you tell me its name. Point to each picture and ask, *What is this?* or *Do you know what this is?* for the following words:

- | | |
|---------------------------------|-----------------------|
| 1. spoon | 6. toaster |
| 2. cup (glass) | 7. spatula |
| 3. plate (dish, platter) | 8. cabinet (cupboard) |
| 4. pear | 9. blender |
| 5. stove (oven, range, cooktop) | 10. cauliflower |

If the child says a related word, ask, **What's another name for it?**

If the child names a part of the target word, circle the item with your finger and say, **What is the whole thing called?** If the target

word is part of a larger item and the child names the larger item, circle the item with your finger and say, **What is just this part called?** If the child names the picture in a language other than English, say,

Do you know what it is called in English? If the child does not respond or says "I don't know" for the first three pictures, discontinue the task and record a score of 0. Continue to V-OL II.

V-OL II. Now I want you to tell me everything you can about some words. My turn first. I will tell you everything I can about a spoon (point to the spoon). A spoon is something you use to eat and it is made out of metal. 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.

11. Tell me everything you can about a cup.

12. Tell me everything you can about a spatula.

13. Tell me everything you can about a toaster.



14. Tell me everything you can about a cabinet.

15. Tell me everything you can about cauliflower.

If the child does not respond or says, "I don't know" when you ask him/her to tell you about a word, provide one prompt per word such as,

What do you do with a _____?, **What is a _____ for?** or **What does a _____ do?** If the child does not respond or says "I don't know" for the first three words, discontinue the task and record a score of 0.

Vocabulary and Oral Language subtest



Carla and her mama sat down to eat dinner. "We won the Super Dinner Search game," said Mama. "We did," said Carla, "and the prize is delicious."

Let's see what you remember about the story.

C5. *Who was the story about?*

C6. *When did the story happen?*

C7. *Why was Carla excited to help Mama make dinner?*

C8. *Where did Carla find the cheese?*

C9. *What else did Carla find to make dinner?*

Comprehension subtest



Look! *(Take pictures out of pocket.)* Here is a kitchen cupboard and here are some things that go in the cupboard. We are going to play a game and help Carla's mama put the pictures in the cupboard. *(Show first picture.)* I'm going to show you a picture and say the word and you tell me the first part of the word. Then you can put it in the cupboard. My turn first. This is a meatball. The first part of the word "meatball" is "meat." "Meat." "Meatball." I said the first part of the word "meatball," so I will put this into the cupboard.

Your turn. *(Hold up picture of pancakes.)* These are pancakes. What is the first part of the word "pancakes"?

Child responds correctly	Good! Put it in the cupboard.		
Child responds incorrectly	"Pan" is the first part of the word "pancakes." Say it with me, "pan." What is the first part of the word "pancakes"?	Correct	Good! Put it in the cupboard.
		Incorrect	"Pan" is the first part of the word "pancakes." Say "pan" and put it in the cupboard.

Test items

- PA1.** This is a teapot. What is the first part of the word "teapot"? **PA4.** This is a melon. What is the first part of the word "melon"?
- PA2.** This is oatmeal. What is the first part of the word "oatmeal"? **PA5.** This is a mixer. What is the first part of the word "mixer"?
- PA3.** This is a drumstick. What is the first part of the word "drumstick"?

If the child does not respond to any items in Part I correctly, you may discontinue the task. Record a 0 for both Part I and Part II.

Here are some other things that go in the cupboard. This time I want you to tell me the first sound in the word. My turn first. This is sauce. The first sound in the word "sauce" is /s/. /s/, sauce. I said the first sound in the word "sauce," so I will put this into the cupboard.

Your turn. *(Hold up picture of rice.)* This is rice. What is the first sound in the word "rice"?

Child responds correctly	Good! Put it in the cupboard.		
Child responds incorrectly	The first sound in the word "rice" is /r/. Say it with me, /r/. What is the first sound in the word "rice"?	Correct	Good! Put it in the cupboard.
		Incorrect	/r/ is the first sound in the word "rice." Say "/r/" and put it in the cupboard.

Test items

- PA6.** This is bread. What is the first sound in the word "bread"? **PA9.** This is jam. What is the first sound in the word "jam"?
- PA7.** This is a fork. What is the first sound in the word "fork"? **PA10.** This is a dish. What is the first sound in the word "dish"?
- PA8.** This is a lime. What is the first sound in the word "lime"?