

## Assessing Vocabulary and Oral Language Skills in Preschoolers

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*Dynamic Measurement Group, Inc.*

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

Additional information about DMG and the PELI is available at <https://dibels.org/>.

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## Agenda

- Overview of the PELI and research
- Importance of assessment of vocabulary and oral language skills
- Overview of Vocabulary-Oral Language subtest
- Administration and Scoring Practice
- Review Data
- Discussion & Questions

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## Overview of the PELI and Research

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## 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



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## PELI® Benchmark Materials

- ▶ **Benchmark Assessment: 10 different books—equally difficult**
  - ▶ 5 books for 3–4 year olds
    - \* 3 Benchmark books
    - \* 2 Interim (PM) books
  - ▶ 5 books for 4–5 year olds
    - \* 3 Benchmark books
    - \* 2 Interim (PM) books
- ▶ Score Forms corresponding to each book

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## PELI® Books

PK 3/4  
PELI® Benchmark Form 1



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## PELI® Score Forms

PK 3/4 PELI Progress Monitoring Form 2

Student ID: \_\_\_\_\_ Examiner: \_\_\_\_\_ Date: \_\_\_\_\_

**Getting A New Puppy**

**Alphabet Knowledge**

Circle the correct letter to complete each word.

h x l j p f b g k s  
v w z y i  
u r y n e o

**Total Score: Alphabet Knowledge**

**Vocabulary/Oral Language**

**VOL1: Rhyme Naming**

Circle the correct word to complete each sentence.

bat \_\_\_\_\_ snail \_\_\_\_\_ tiger \_\_\_\_\_  
bird/iguana \_\_\_\_\_ pencil \_\_\_\_\_ fish/tail/iguana \_\_\_\_\_  
yarn/string \_\_\_\_\_ beach \_\_\_\_\_ clothes \_\_\_\_\_

**VOL2: Tell Alike**

Circle the correct word to complete each sentence.

brush 0 1 2 3 4 5  
pencil 0 1 2 3 4 5  
bird/iguana 0 1 2 3 4 5  
fish/tail/iguana 0 1 2 3 4 5  
beach 0 1 2 3 4 5

**Total Score: VOL1**

**Comprehension**

Circle the correct answer to each question.

C1: What is the book about? 0 1 2  
C2: How does Owen feel? 0 1 2  
C3: What are they going to do next? 0 1 2  
C4: What are they going to do next? 0 1 2  
C5: Who uses the story about? 0 1 2  
C6: When did the story happen? 0 1 2  
C7: Why did they go to the pet store? 0 1 2  
C8: What did they buy at the pet store? 0 1 2  
C9: Where did Owen get the new puppy? 0 1 2

**Total Score: Comprehension**

**Phonological Awareness**

Circle the correct word to complete each sentence.

IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5  
IPA: identical 0 1 2 3 4 5

**Total Score: Phonological Awareness**

**Vocabulary/Oral Language**

**VOL2: Tell Alike**

Circle the correct word to complete each sentence.

brush \_\_\_\_\_ 0 1 2 3 4 5  
pencil \_\_\_\_\_ 0 1 2 3 4 5  
bird/iguana \_\_\_\_\_ 0 1 2 3 4 5  
fish/tail/iguana \_\_\_\_\_ 0 1 2 3 4 5  
beach \_\_\_\_\_ 0 1 2 3 4 5

**Total Score: VOL2**

**Common Response Patterns**

☐ Frequent use of stem (e.g., "like \_\_\_\_\_")

☐ Frequent grammar errors

☐ Frequent context errors

☐ Frequent use of gestures

☐ Responses do not convey knowledge of words

☐ Responses primarily in child's native language

**Tell about scoring guide**

For detailed scoring directions, see the PELI Assessment Manual.

0 = No response (See prompting procedures)

1 = One word response

2 = Phrase, 2 relevant sentences, or incorrect single sentence

3 = Grammatically correct 3 relevant sentences or incorrect expanded sentence

4 = Grammatically correct sentence with 4+ elements

5 = Grammatically correct compound sentence (two grammatically correct sentences joined by a connector word)

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## How to Use PELI® Materials

Use **Benchmark books** to assess *all* children three times per year:

- ▶ Beginning of year
- ▶ Middle of year
- ▶ End of year

Use **Interim books** to assess *some* children between Benchmark assessments

- ▶ Mid-way between beginning- and middle-of-year benchmark
- ▶ Mid-way between middle- and end-of-year benchmark

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## PELI® Quick Checks

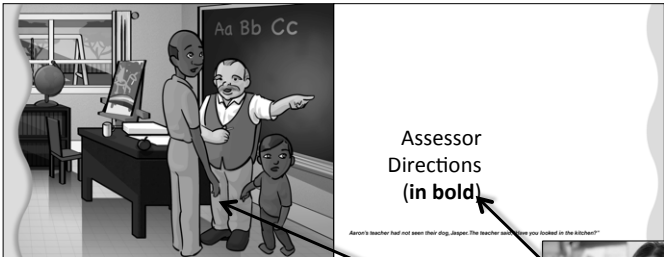
▶ Progress Monitoring: Quick Checks

- ▶ Scoring booklets and corresponding student materials for:
  - \* Alphabet Knowledge
  - \* Vocabulary–Oral Language
  - \* Phonological Awareness
- ▶ Use Quick Checks to monitor progress of *children who are receiving additional instructional support* in one or more critical skills

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## Features of PELI®

- ▶ Storybook format is familiar to preschool students
- ▶ Assessment is untimed



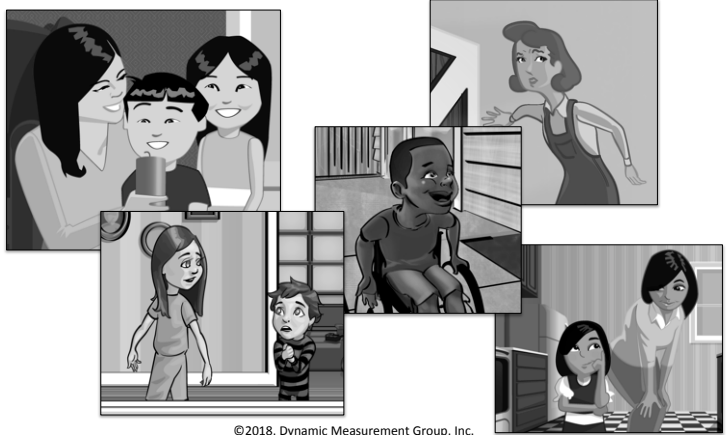
Assessor Directions (in bold)

▶ Child sits to left of assessor

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## Features of PELI®

- ▶ Stories feature diverse characters

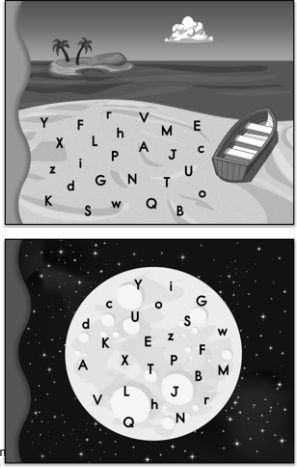


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### PELI® Administration and Scoring Overview: Alphabet Knowledge

**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.




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### PELI® Administration and Scoring Overview: Vocabulary-Oral Language

**Vocabulary/Oral Language**

- ▶ Child is shown a scene related to the theme of the book.
- ▶ Child is asked to:
  - \* a) name 10 items
  - \* b) 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."




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### PELI® Administration and Scoring Overview: Comprehension

**Comprehension**

- ▶ 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 correctly answered and b) correct responses during Shared Retell.

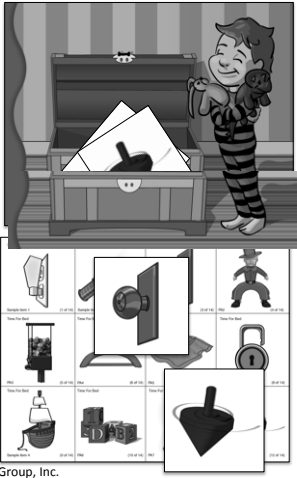


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### PELI® Administration and Scoring Overview: Phonological Awareness

**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: first parts of words and first sounds in words that child says.



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## PELI® Scores

**Subtest Scores**

PELI Composite Score is composed of:

- Alphabet Knowledge
- Vocabulary-Oral Language
- Comprehension
- Phonological Awareness

PELI Language Index

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## PELI® Composite Score

► A combination of the individual subtests used to represent the overall skill level of the child.

► Each subtest is 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>
<b>PCS</b>		=	<b><u>146</u></b>
<b>PLI</b>		=	<b><u>110</u></b>

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## Benchmark Goals

**What is a PELI 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?**

- Benchmark goals are based on research that looks at how a score at a particular point in time (e.g., beginning of PreK year for 4–5 year olds) predicts later early literacy outcomes (e.g., beginning of K scores on DIBELS Next)

Kaminski, Abbott, Bravo Aguayo, Latimer, & Good, R. (2014).

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### 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 on the PELI: Reliability and Validity

	PCS	V-OL	Comp	PA	AK
<b>Reliability</b>					
Inter-scorer	.98	.90	.96	.98	.96
Alternate-form	.90	.78	.72	.83	.95
<b>Criterion-related Validity</b>					
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
<b>Predictive Validity</b>					
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

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## Research on the PELI: Decision Utility Indices for Benchmark Goals for 4-5 Year Olds

Subtest/Score	AUC	Sens	Spec	AC	PPP	NPP
<b>PPVT</b>						
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
<b>DIBELS</b>						
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.

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## Research on the PELI: Decision Utility Indices for Cut Points for 4-5 Year Olds


Subtest/Score	AUC	Sens	Spec	AC	PPP	NPP
<b>PPVT</b>						
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
<b>DIBELS</b>						
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.

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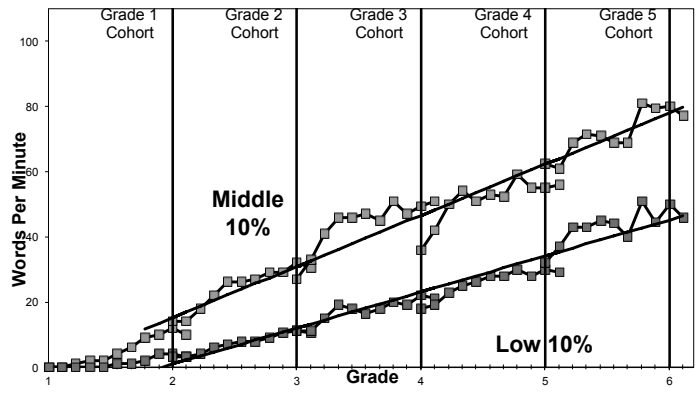
## Importance of Assessing Vocabulary and Oral Language

2/16/2018

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## The Issue: Differences in Reading Trajectories Start Early

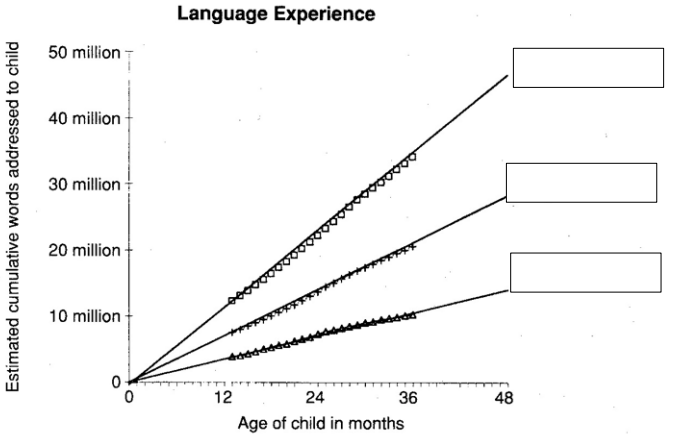


Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. Joint publication of the Dynamic Measurement Group, Inc.


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






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## 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

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## Relationship Between Oral Language and Reading

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

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## Relationship Between Oral Language and Reading

- ▶ Decoding skills are supported by vocabulary, syntactic and semantic understandings. (Share, 1999)
- ▶ Contribution of different aspects of oral language to reading varies at different stages of reading development and with readers of different abilities. (Roth, Speece, & Cooper, 2002)

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## It is important to Identify Vocabulary and Oral Language Delays EARLY

- ▶ In early grades, reading comprehension depends heavily on emerging word-reading skills.
- ▶ As children accomplish the ability to automatically and fluently read printed words, language comprehension begins to contribute more to individual differences in reading comprehension.

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## It is important to Identify Vocabulary and Oral Language Delays EARLY

- ▶ Students with poor word-reading abilities lag behind their typically developing peers on reading comprehension measures in the early grades -- even those with good language skills.
- ▶ However, students with delayed language skills who have proficient word-reading abilities in the early grades usually do not lag behind their typically developing peers on reading comprehension tests until they have had one or two years of reading instruction. (Catts et al., 2005)

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## Promote Vocabulary and Oral Language Development EARLY

How many words can you teach?

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



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## 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 end of grade 2

15.4 a week

803 a year

By age 4, typically developing children have acquired approximately 6,000 word meanings.

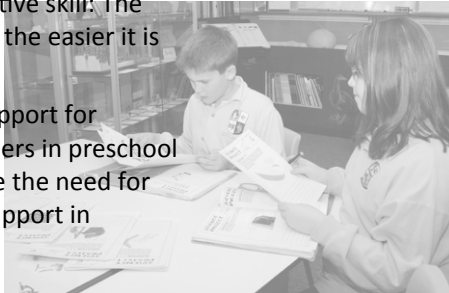
By age 5, typically developing children have an oral vocabulary of approximately 5,000 to 8,000 words.

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## In Sum:

- ▶ Strong vocabulary skills contribute to improved reading fluency and comprehension skills in later grades.
- ▶ Vocabulary is a cumulative skill: The more words you know, the easier it is to learn new words.
- ▶ Significant language support for English Language Learners in preschool can reduce or eliminate the need for specialized language support in elementary school.




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## *Assessment of Vocabulary and Oral Language*

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 Vocabulary and Oral Language

So, how do we assess vocabulary and oral language development with the PELI?




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 Vocabulary and Oral Language  
Part I: Picture Naming


<b>Early Literacy Skill</b>	Vocabulary and Oral Language
<b>Format</b>	Child is shown a picture of a scene and asked to name common objects in the picture.
<b>Score</b>	1 point for each object correctly named
<b>Prompts</b>	<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>
<b>Discontinue</b>	Discontinue if child gives no response on the first three items. Go on to "Tell About."

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 Vocabulary and Oral Language:  
Picture Naming



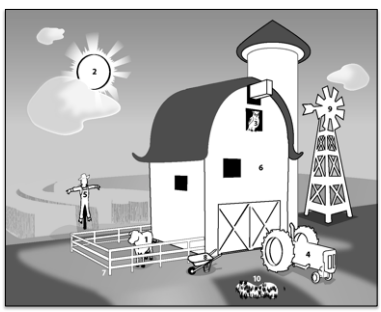
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 Picture Naming: Directions


**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



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## Vocabulary and Oral Language

### Part B: Tell About

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

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## 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.***

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## Video: Ben and *On the Farm*



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## Scoring PELI

### Vocabulary and Oral Language

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 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, or incorrect/incomplete three-element sentence
- 3 Correct three-element sentence, or incorrect/incomplete expanded or compound sentence
- 4 Correct expanded sentence
- 5 Correct compound sentence

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 Language Development  
First Year: Listening and Learning

Listening

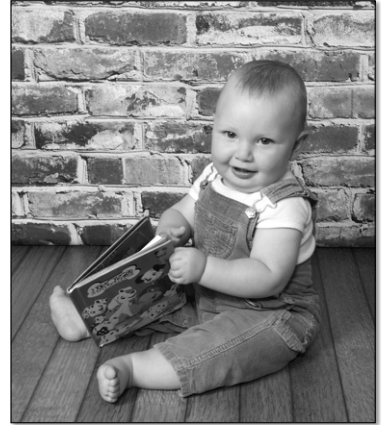
Looking

Joint Attention


Cooing


Babbling

Vocables



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 Language Development  
Stage 1: Single-Word Utterances



First 10 words (mostly Nouns)

(food animals toys)

mama

kitty juice car

eat more

ball baby water


down up


go

doggie dada

want cookie

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 Language Development  
Stage 2: Two-Word Utterances



50-word vocabulary: mostly Nouns


More cookie Mommy go


Eat cookie Kitty here Big doggie

No bed Daddy eat

Want ball

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 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

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 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.

My mom ran fast in the race.

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 Language Development  
Stages 5–6: 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.

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 Tell About: Rating Scale

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

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## 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 \_\_\_\_.*

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## 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

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## Simple 3-Element Sentence

Subject – Verb -- Object

*She kicked him.*

*I will kick it.*

*I string them.*

*I kick balls.*

*I can string beads.*

*I did throw the ball.*


*She picked up the phone.*

*I pick up my backpack. We can read our books.*

*He kicks that ball. The boy throws this thing.*

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### Simple 3-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.*

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### Simple 3-Element Sentence

**Subject ---Verb – Descriptive Word**

<b>Adjective</b>	<b>Adverb</b>
<i>The boy is tall.</i>	<i>The monkey is running fast.</i>
<i>The cat is fluffy.</i>	<i>He can jump very high.</i>
<i>His hair is red.</i>	<i>The girl walks slowly.</i>
<i>My mom is happy.</i>	<i>I can throw far.</i>
<i>The girl feels sad.</i>	
<i>Swimming is fun.</i>	

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### Simple 3-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.*

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### Simple 3-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.*

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Note: An utterance must be grammatically correct to achieve a score of 3

Examples of utterances that have three elements, a subject and a verb, but are not grammatically correct and would be scored as 2 points.

- ▶ cow: *cow say moo*
- ▶ barn: *animals go sleep*
- ▶ tractor: *me drive tractor*
- ▶ wheelbarrow: *you put dirt*
- ▶ puddle: *cow drink puddle*

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### Practice # 1: 3-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~~

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### Practice # 2: 3-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 ✓

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### Practice # 3: 3-Element Sentences

you play at school ✓

we make it ✓

~~we get some lights and candy~~


we look in the sky ✓

~~a doctor makes you healthy~~

you talk to your teacher ✓

~~I like swinging on swings~~

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 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

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 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

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 Scores for Ben: *On the Farm*

Vocabulary/Oral Language


V/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**


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 Scores for Ben: *On the Farm*

Vocabulary/Oral Language

V/OL1: Picture Naming

Circle pictures correctly named (1 point). Underline related.



V/OL 1 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/OL 2 Score: **13**

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


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

 Video: Calvin and A Day at the Beach

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 Scores for Calvin: A Day at the Beach

Vocabulary/Oral Language


V/OL 2. 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						

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 Scores for Calvin: A Day at the Beach

Vocabulary/Oral Language

V/OL 1. Picture Naming

Circle pictures correctly named (1 point). Underline related.

crab cloud sandcastle  
umbrella water bottle sandals flip flops island  
anchor towel/blanket cooler/ice chest

V/OL 1 Score: 9

V/OL 2. 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

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

 Tell About: Practice 1

Vocabulary/Oral Language


V/OL 2. Tell About

Optional: Record student responses here.

cow	eat drink					0	1	2	3	4	5
farm	animals live in it					0	1	2	3	4	5
tractor	riding					0	1	2	3	4	5
wheelbarrow	taking pumpkins					0	1	2	3	4	5
puddle	you step in a puddle					0	1	2	3	4	5
V/OL 2 Score:					11						

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 Tell About: Practice 2


Vocabulary/Oral Language

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

cow	<u>milk comes from cows</u>	0 1 2 <b>3</b> 4 5
barn	<u>a barn has hay</u>	0 1 2 <b>3</b> 4 5
tractor	<u>a tractor is loud</u>	0 1 2 <b>3</b> 4 5
wheelbarrow	<u>a wheelbarrow picks up dirt</u>	0 1 2 <b>3</b> 4 5
puddle	<u>A puddle / you can play in a puddle</u>	0 1 2 <b>3</b> 4 5

V/OL 2 Score: **15**

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 Tell About: Practice 3


Vocabulary/Oral Language

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

cow	<u>you can get milk from a cow</u>	0 1 2 <b>3</b> 4 5
barn	<u>a barn is for feeding all the animals and helping them</u>	0 1 2 <b>3</b> 4 5
tractor	<u>a tractor is for driving everyone back to the barn</u>	0 1 2 <b>3</b> 4 5
wheelbarrow	<u>wheelbarrows are for picking up dirt and grass</u>	0 1 2 <b>3</b> 4 5
puddle	<u>you can jump in the puddle when you have rainboots on</u>	0 1 2 <b>3</b> 4 5

V/OL 2 Score: **21**

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 Tell About: Practice 4

Vocabulary/Oral Language


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


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

V/OL 2 Score: **24**

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 Language Development by 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

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 Thank YOU!

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