

◆ (Share Screen) **Slide 1: Cats**

Do you see a picture on the screen? What do you see? After the child responds and you are sure your screen is visible:

Now tell me if you see the cats spin around. ◆ After the child responds and you are sure your animation is working:

This time let me know if you hear some chimes when the cats spin around. ◆ After the child responds and you are sure the slide show, animation, and sound are working, begin.

◆ **Slide 2: Cover**

Let's look at this story together. C1. What do you think this story will be about?

After child responds: **This story is called** ◆ **Cooking With Mom.**

Incorrect = 0. Partially correct = 1. Correct = 2. (If needed, see Comprehension Scoring Guide, p. 170 in the PELI Assessment Manual.)

C1: _____

Slide 3: AK

◆ **Here is a bowl of alphabet soup with letters in it.**

◆ **A yellow box like this is going to show up around some of the letters in the soup.**

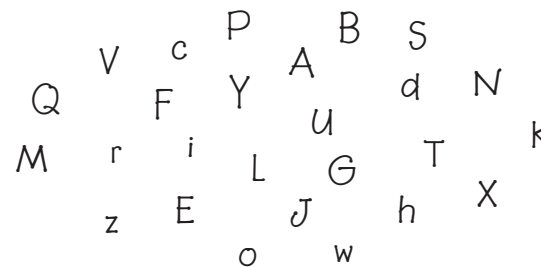
◆ Click to make the box disappear.

Watch carefully. When you see a yellow box, tell me the name of the letter in the box.

◆ Click once to make each box appear and ask, **What is this letter?** or **Do you know what letter this is?** Click again to make the box disappear.

Continue until the child names three consecutive letters incorrectly. Then click the arrow in the bottom right corner of the slide to advance to the next page.

Circle letters correctly named in English or correct English letter sound (Appendix D, p. 121 in PELI Assessment Manual). Underline letters correctly named in a language other than English. Slash letters named incorrectly or with incorrect letter sound.



AK: _____

◆ **Slide 4: V-OL I**

Here are some pictures of things you might see in a kitchen.

◆ **A red circle, like this, is going to show up around some of the things in the kitchen.**

Watch carefully. When you see the red circle, tell me what is in the circle.

◆ Click to make the circle disappear.

For each picture click and ask, **What is this?** or **Do you know what this is?**

Click again to make the circle fade.

Discontinue if the child does not respond or says "I don't know" for the first three pictures.

Circle pictures correctly named. Underline related words or words in a language other than English.

◆ V-OL 1. spoon	◆ V-OL 6. toaster
◆ V-OL 2. cup	◆ V-OL 7. spatula
◆ V-OL 3. plate	◆ V-OL 8. cupboard
◆ V-OL 4. pear	◆ V-OL 9. blender
◆ V-OL 5. stove	◆ V-OL 10. cauliflower

V-OL I: _____

◆ **Slide 5: 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. ◆ Click and a red circle will appear around the spoon. **A spoon is something you use to eat and it is made out of metal.**

◆ Click again and the red circle will fade.

Now it is your turn. For each word, click and a red circle will appear around the object. Say, **Tell me everything you can about (a/an)_____.** Click again and the red circle will fade. If the child has not named the picture correctly, say, **This is a _____** before asking the child to tell you about it.

Discontinue if the child does not respond or says "I don't know" for the first three words.

V-OL II: _____

Total V-OL: _____

Write child's response verbatim. Score after the assessment is completed. Circle the score for each response.

◆ V-OL 11. _____ cup	_____	0 1 2 3 4 5
◆ V-OL 12. _____ spatula	_____	0 1 2 3 4 5
◆ V-OL 13. _____ toaster	_____	0 1 2 3 4 5
◆ V-OL 14. _____ cupboard	_____	0 1 2 3 4 5
◆ V-OL 15. _____ cauliflower	_____	0 1 2 3 4 5

◆ **Slide 6: Comp**
 Now I am going to read a story and ask you some questions. This story happens in the evening during dinner time. Carla was bored. She wanted to play a game with her mama. Carla's mama came into her room and said, "Do you want to help me find something to make for dinner? We can make it a game. Let's call it the Super Dinner Search Game." C2. Carla gets to play a game with her mama while they make dinner. How do you think she feels?

◆ **Slide 7: Comp**
 "Yes!" said Carla happily. "Let's see...what do we have? I know! We have some noodles."

◆ **Slide 8: Comp**
 "Great," said Mama, "let's search for something we can put on the noodles. Where should we search?" Carla looked in the refrigerator and found a piece of cheese. "How about this?" asked Carla.

◆ **Slide 9: Comp**
 "Yum," said Carla's mama. "I'm getting hungry. Where can we find tomato sauce?"

◆ **Slide 10: Comp**
 "I know," said Carla, and she ran to the cupboard. She found two cans of tomato sauce. Mama said, "We can put it on the noodles and sprinkle cheese on top."

◆ **Slide 11: Comp**
 Mama said, "Is there anything else we can find for our pasta dinner?" Carla searched some more. "Look!" she said. "I found some meatballs." "Hooray!" said Mama. C3. Now that Carla and her mama have all the ingredients, what are they going to do?

◆ **Slide 12: Comp**
 They used all of the ingredients and made spaghetti and meatballs. C4. What do you think Mama and Carla will do next?

◆ **Slide 13: Comp**
 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?

◆ **Slide 14: Comp**
CI. Here are a few pictures from our story. I am going to read the story again and when I stop, you tell me the words that go in the story. Read the text and pause prior to each item to wait for the child's response. Carla was bored. She wanted to play a game with her (C10) mama.
 No response or incorrect response: **She wanted to play a game with her mama.** For subsequent items, if the child does not respond, say the underlined answer. If the child gives an incorrect response, continue reading.
Mama said, "Carla, can you help me find things to (C11) make dinner?" "Sure," said Carla. Carla and her mama needed to find something to put on noodles, so Carla looked in the (C12) refrigerator. They found cheese in the refrigerator and then they found tomato sauce and (C13) meatballs. They were going to make spaghetti. Carla's mama said, "Yum! I am starting to feel (C14) hungry." So they made spaghetti and sat down to eat dinner.

◆ **Slide 15: PA I Model**
Look! Here is a kitchen cupboard and ◆ **here are some things that go in the cupboard.** Click to make pictures disappear.
We are going to play a game and help Carla's mama put the pictures in the cupboard. 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 clap your hands and it will go 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 clap your hands and it will go in the cupboard.**

◆ **Slide 16: PA I Practice**
Your turn. ◆ **These are pancakes. What is the first part of the word "pancakes"?**
 Child responds correctly: **Good! Clap your hands and it will go in the cupboard.** ◆ Click to put in 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! Clap your hands and it will go in the cupboard.** ◆ Click to put in cupboard.
 Incorrect: **"Pan" is the first part of the word "pancakes." Say "pan." Clap your hands and it will go in the cupboard.** ◆ Click to put in cupboard.

Score Incorrect = 0. Partially correct = 1. Correct = 2. (If needed, see Comprehension Scoring Guide, p. 170 in the PELI Assessment Manual.)

- Comprehension I. Questions
- C1. 0 1 2
 - C2. 0 1 2
 - C3. 0 1 2
 - C4. 0 1 2
 - C5. 0 1 2
 - C6. 0 1 2
 - C7. 0 1 2
 - C8. 0 1 2
 - C9. 0 1 2

Comprehension I. Score _____

- Comprehension II. Shared Retell
- C10. 0 1
 - C11. 0 1
 - C12. 0 1
 - C13. 0 1
 - C14. 0 1

Comprehension II. Score _____

Total Comp: _____

Slide 17: PA I Test Items

For each item, click to make the picture appear. After the child responds, have the child clap, then click to put it in the cupboard.

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

Optional for 3/4s: 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.

	1 pt.	0 pt.
PA 1. teapot	/t/, tea, /teap/	0
PA 2. oatmeal	/oa/, oat	0
PA 3. drumstick	/d/, /dr/, /dru/, drum, drums	0
PA 4. melon	/m/, /me/, /mel/	0
PA 5. mixer	/m/, /mi/, /miks/	0

PA I: _____

Slide 18: PA II Model

I have 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 clap your hands and it will go into the cupboard.

Slide 19: PA II Practice

Your turn. ◆ This is rice. What is the first sound in the word “rice”?

Child responds correctly: Good! Clap your hands and it will go in the cupboard. ◆ Click to put in 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! Clap your hands and it will go in the cupboard. ◆ Click to put in cupboard.

Incorrect: /r/ is the first sound in the word “rice.” Say “/r/.” Clap your hands and it will go in the cupboard. ◆ Click to put in cupboard.

Slide 20: PA II Test Items

For each item, click to make the picture appear. After the child responds, have the child clap, then click to put it in the cupboard.

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

	2 pt.	1 pt	0 pt.
PA 6. bread	/b/	/br/, /bre/	0
PA 7. fork	/f/	/for/	0
PA 8. lime	/l/	/lie/	0
PA 9. jam	/j/	/ja/	0
PA 10. dish	/d/	/di/	0

2-pt responses: _____

x2: _____ **+ 1-pt responses:** _____ **= PA II:** _____

Total PA II: _____

Slide 21: Cats

That is the end! We are all done. ◆ Thank you!