Acadience Reading Pre-K: PELI in Kindergarten

Use and Validity of Acadience Reading Pre-K: PELI in Kindergarten

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Background

Acadience Reading Pre-K: PELI is an assessment that has been designed and validated in scores and sounder progress of students in kindergarten through third grade. It measures foundational literacy skills and reading skills, including in reading and writing. First sound fluency and Letter Naming Fluency. Both measures demonstrate face validity and reliability in kindergarten and first grade. A large proportion of students can show scores on the measures, some of which are valid when provided with tools that target kindergartners' needs. However, this is not possible to assess reliably in a student who is at risk for reading difficulties. The PELI is comprised of two early literacy indicators, with documented reliability and validity to identify kindergartners who are at risk for reading difficulties. The PELI is effective at the beginning of the year at predicting later early literacy and reading skills.

Participants

The PELI in kindergarten was moderately correlated with the RCS, suggesting a valid assessment of early literacy.

Methods

Participants in kindergarten were longitudinally assessed from the beginning of the year to the end of the year. The PELI was effective at the beginning of the year at predicting later early literacy skills, especially for those students most at risk for reading difficulties. The PELI was effective at the beginning of the year at predicting later early literacy skills, especially for those students most at risk for reading difficulties.

Results

Concurrent Validity of PELI in Kindergarten

Results of the correlational analysis are presented in Table 2–3.

<table>
<thead>
<tr>
<th>TABLE 2</th>
<th>Correlations between PELI Subtests and Acadience Reading Composite Score (RCS) at Beginning of Year</th>
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</thead>
<tbody>
<tr>
<td>Student</td>
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<td>RCS</td>
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<tr>
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<td>.48</td>
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<tr>
<td>AE</td>
<td>.28</td>
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<tr>
<td>VOL</td>
<td>.33</td>
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<tr>
<td>Comp.</td>
<td>.25</td>
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<tr>
<td>PLI</td>
<td>.38</td>
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</tbody>
</table>

TABLE 3 | Correlations between PELI Subtests and Acadience Reading Composite Score (RCS) at Middle of Year |
<table>
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</thead>
<tbody>
<tr>
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<td>Comp.</td>
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<td>PLI</td>
<td>.58</td>
</tr>
</tbody>
</table>

Discussion

Use of the PELI in kindergarten as an effective tool for testing top students who are more or less of the distribution for the length of the school year.

The PELI is an effective tool for students who are more or less of the distribution for the length of the school year.

The PELI is effective at the beginning of the year in predicting later early literacy skills, especially for those students most at risk for reading difficulties.

Future research should include a broader sample of students, additional outcome measures, and follow the students longitudinally to explore prediction from Vocabulary-Oral Language and Comprehension (PELI) domains in kindergarten to later reading competencies.

References available by contacting the authors.

References

American Multiracial

Hispanic

Islander

Pacific

Reduced

Lunch

Northeastern United States. One district is located in a small city and the other in a rural area. Student demographics are presented in a storybook format which is designed to be familiar and comfortable for the child.

Knowledge, Phonological Awareness, Vocabulary-Oral Language, and Comprehension. All items are presented in a storybook format which is designed to be familiar and comfortable for the child.

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Participants

Participants in this study included 23 kindergarten students from five schools in two districts in the northeastern United States. One district is located in a small city and the other in a rural area. In each district, the PELI was administered to students who are at risk for reading difficulties. The measures are used for universal screening and progress monitoring.

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