Assessment of Early Literacy Abilities
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What are we looking for?

• Written Language Awareness - properties of print
• Phonological Awareness
• Letter Name Knowledge
• Grapheme-Phoneme Correspondence (phonics) - relationship between letters and sounds
• Literacy Motivation - interest in early literacy activities
• Home Literacy environment
• Drawing/Writing
• Book Interactions
• Background knowledge/vocabulary

(Justice, Invernizzi, & Meier, 2002; Pierce, 2003)
Which term do I use?

- **Phonological Awareness**
  - Broader: oral rhymes, syllables
  - Narrower: onsets and rimes in syllables, individual phonemes

- **Phonemic awareness**
  - Subcategory of phonological awareness
  - Identifying and manipulating individual sounds in words

(adapted from Armbruster, Lehr, Osborn, 2001)
Phonemic Awareness Activities:

- **Isolation**: recognize individual sounds in words;
- **Identity**: same sounds in different words;
- **Categorization**: which word doesn’t belong because of a different sound?
- **Blending**: Listen to separately spoken phonemes, then blend to speak, read, and write the word;
- **Segmentation**: Separate sounds in words, tapping/counting them out;
- **Deletion**: What word remains when phoneme is removed?
- **Addition**: What new word is formed by adding phoneme to an existing word?
- **Substitution**: What new word is formed when one sound is substituted for another?

*easiest; **greatest impact* (Armbruster, Lehr, Osborn, 2001)
Assessment

Catts, Fey, Zhang, & Tomblin, 2001 – Most significant variables in Kindergarten that predicted the probability of reading difficulties in 2nd grade

1. Letter identification task (Woodcock Reading Mastery Tests – Revised)
2. Sentence Imitation – subtest of the TOLD-2:P
3. Mother’s Education
4. Syllable/Phoneme Deletion task (such tasks ranks highly among phonological awareness tasks in predicting reading achievement)
Assessment

Authentic Framework

- Standardized
- Curricular
- Portfolio

Collect data from multiple sources, using different tools in typical settings

Want to gain perspectives regarding current capabilities in different literacy components

Obtain as much detail as possible to guide intervention
Standardized Literacy Assessment

- Phonological Awareness Literacy Screening: Pre-K (PALS: Pre-K)
- Test of Early Reading Ability-3 (TERA-3) from Pro-Ed
- Pre-Reading Inventory of Phonological Awareness (PIPA) from Harcourt Assessment
- Test of Phonological Awareness-2:Plus (TOPA-2+) from Pro-Ed
- Comprehensive Test of Phonological Processing (CTOPP) from Pro-Ed
- Dynamic Indicators of Basic Literacy Skills - 6th ed. (DIBELS) from Univ. of Oregon

coming soon: Pre-CTOPP, Assessment of Language and Literacy (ALL) - Harcourt Assessment
PALS-PreK Components

**Name Writing** - draw self-portrait & write his/her name.

**Alphabet Knowledge** - (upper and lower, & then sounds)

**Beginning Sound Awareness** - produce the beginning sounds of specific words

**Print and Word Awareness** - concepts such as directionality & the difference between pictures, letters, & words.

**Rhyme Awareness** - find the picture that rhymes with another

**Nursery Rhyme Awareness** - produce the final rhyming word in a familiar rhyme

Systematic Observation

- Running record
- Letter identification
- Concepts about print
- Word tests (reading)
- Writing
- Dictation

Adaptations for children with disabilities
- Present 3 letters/words at a time
- Use pictured nouns with words
- Create own book with physical adaptations for the CAP task
- Use alternative writing tools

(Erickson, 2000; Clay, 1993)
Show video

• How would you describe these children in terms of their Concepts about Print?
Curricular Assessments

- Creative Curriculum
- High-Scope
- Bright Beginnings/OWL
- Observation-based
- Literacy profile – completed 3 times per academic year – this yields a literacy level rating
Portfolio Assessment

- Anecdotal notes, work samples
- Compiled in chronological order
- Can be rated (TROLL, Bridge) to yield a literacy level
- Show portfolio video
Bridge Portfolio Assessment

Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)
1. How does ________ handle/interact with books?

Foundations of Writing
4. How does ______ draw/write? (Motor item)
5. How does ______ use print? (Cognitive/linguistic item)

A Portfolio Rating Scale of Preschooler’s Oral and Written Language
Pierce, P.; Summer, G.; O’DeKirk, M. (in progress)
Bridge Portfolio Assessment

Alphabet Knowledge
7. How does ______ interact with/use letters of the alphabet?

Phonological/Phonemic Awareness
8. How does ______ demonstrate phonological awareness?

Oral Language (related to literacy activities)
10. How does ______ interact during literacy-related activities?

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Strategic Planning

• For the next 10 minutes, discuss (in groups of 3-4 people) how literacy assessment occurs at your place of work. Who is responsible for it? What is one thing different that you would like to see happen? Please jot down a couple ideas to share with the whole group.