**Preschool Early Literacy Indicators**

**Parent Report**

**<INSERT SCHOOL NAME>**

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| **Student:** | **Year:** 2020-21 |

*Date printed: 11/19/2020*

The Preschool Early Literacy Indicators (PELI) assessment was developed as a screening tool that assesses the foundational early literacy skills in preparation for kindergarten. The skills are assessed through activities embedded in a storybook. As the child and assessor look at the book, the assessor asks questions and prompts the child to engage in book-related tasks. The PELI is untimed and takes about 10 minutes to administer. It is done three times a year (fall, winter, spring). The results are used to help teachers adjust teaching to each child’s unique needs and to inform kindergarten teachers for the next year.

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|  | *Fall* | | | *Winter* | | | *Spring* | | |
| **Early Literacy Indicators** | *Target* | *Score* | *Tier* | *Target* | *Score* | *Tier* | *Target* | *Score* | *Tier* |
| Alphabet knowledge | 6 |  |  | 17 |  |  | 23 |  |  |
| Vocabulary and  Oral language | 18 |  |  | 21 |  |  | 23 |  |  |
| Phonemic awareness | 4 |  |  | 10 |  |  | 13 |  |  |
| Comprehension | 13 |  |  | 16 |  |  | 17 |  |  |
| Language index | 114 |  |  | 132 |  |  | 143 |  |  |
| Composite Score | 159 |  |  | 201 |  |  | 231 |  |  |

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| **Alphabet Knowledge**  Ability to recognize and  identify letters of the alphabet.  *-Child is shown letters and asked to name the letters.* | **Vocabulary**  Recognizing, understanding, and using words.  *-Child is shown a picture. The assessor points to specific objects in the picture and the child is asked to name it.* | **Oral Language**  The ability to put words together in simple sentences with correct grammar and syntax  *-The child is asked to tell about a specific object.* | **Phonemic Awareness**  Awareness that language is made up of parts (words, syllables, sounds)  **Segment syllables** -- The first part of “pencil” is /pen/.  **Isolate beginning sounds** -- moose, starts with the /m/ sound.  *-Assessor shows a picture and the child needs to say first syllable or sound of word.* |

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| **Comprehension**  Ability to remember and understand the meaning of oral language and recall details of stories; and to track the action of a story, making inferences and predictions based on the information presented.  *- throughout the story, assessor asks the child Inference and prediction questions*  -*Child is asked to recall details from the story.*  *-Assessor retells important parts of story and “leaves out” part, asking the child has to fill in the blank.* | **Language Index**  This score indicates the child’s overall oral communication.  This score is a combination of Vocabulary, Oral Language and Comprehension | **Composite Score**  This score indicates the child’s overall readiness for reading.  The score is calculated by a formula using the child’s scores. |

**Behavior –** *Behavioral expectations are taught, monitored, and reinforced to create a positive school-wide climate and to develop independence and social skills.*

Our School’s Expectations

Respectful

Responsible

Ready

***Guide to Interpreting Scores***

**Target** – the goal for all children

**Score** – your child’s score

**Tier** – the skill level of your child

* *Tier 1* – on track
* *Tier 2* – making progress
* *Tier 3* – needs improvement

**Activities to reinforce Preschool Early Literacy Areas**

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| Alphabet Knowledge | * Practice the alphabet by pointing out letters whenever you see them (on labels, boxes, newspapers, magazines and signs). Notice these in books you are reading together. * If your child is working on learning the letter c, have them circle all the c’s on a page of print such as a newspaper. * Help your child begin to recognize the letters as partners (Aa, Bb, Cc, Dd, etc.) |
| Vocabulary | * Explain new words as you read. Ask your child what they think the word might mean and then explain it to them. * Pair new words with words they are familiar with to expand their vocabulary (for example- dish and plate) * Label everyday objects for your child and talk about their characteristics |
| Oral Language | * Use complete sentences * Use correct grammar * During conversations with your child, ask them to elaborate their thoughts or to tell you more |
| Phonemic Awareness | * Choose a word and ask your child to tell you what sound the word begins with * Help your child take spoken words apart and put them back together. * Have them listen for beginning and ending sounds. |
| Comprehension | * Point out the cover and the title of the book you are reading. Ask them what they think the story will be about. * Ask questions often during a story you are reading. These may include “Is this a real story or made up?” “How can you tell?” “What do you think will happen next?” “How do you think he/she feels?” * Ask who, what, when, where, and how questions during and after you are reading a story * Encourage child to retell the story in their own words |

**General ideas to help your child learn while they enjoy reading:**

* Read each day either new or favorite books. Let your child help decide what to read.
* Help your child learn how to hold a book correctly
* Let them help to turn pages and point as you read showing left to right progression
* Use fun voices and show excitement as you read to your child
* Refer to the pictures in the story and point out how they relate to the story
* Talk about the actions and feelings of the characters
* Read alphabet books to help reinforce letters and sounds
* Read counting books to learn and recognize numbers
* Read rhyming books, repetitive stories, or pattern books
* Read books about friendship, sharing, and cooperating
* Read books about the world around them
* Read concept books that reinforce colors, shapes, sizes, opposites, and classifications