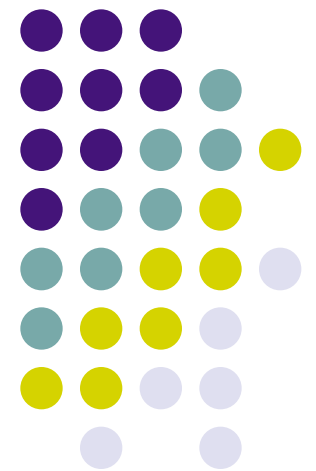


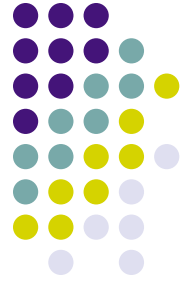
Assessing Early Literacy Skills

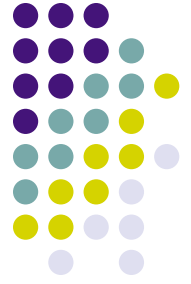
Cathleen A. Geraghty, Ph.D.



Primary Focus Areas

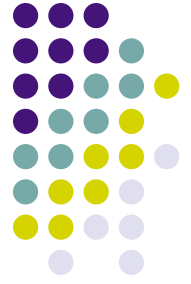
- Alphabetic Principle
- Phonemic Awareness
- Phonics





Alphabetic Principle (AP)

- Alphabetic Principle is the knowledge that all words can be broken down into smaller parts, and that those parts represent sounds that can be linked to alphabetic letters (O'Connor, Notari-Syverson & Vadasy, 2005)
- Reading acquisition occurs when students understand that sounds they hear (phonemic awareness) correspond to letters or collections of letters within the alphabet (phonological awareness)

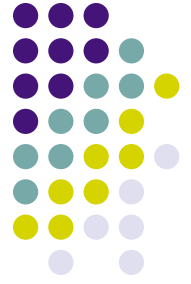


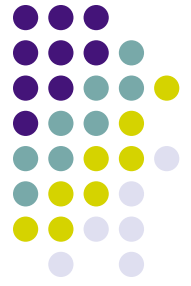
Importance of AP

- Alphabetic principle is one component of successful literacy instruction in **kindergarten** (Blachman, Ball, Black, & Tangel, 1994) and **first grade** (Juel, & Minden-Cupp, 2000)
- It is among the most important precursors to reading (Gough, Juel, & Griffin, 1998; Snow, Burns, & Griffin, 1998)

How to Assess for AP

- Letter Knowledge
- Segment to Spell

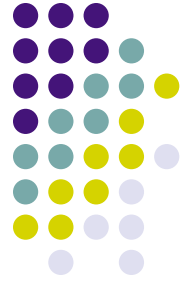




Letter Knowledge

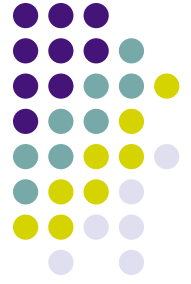
- Randomly present the student with the entire alphabet (both upper and lower case letters)
- Ask the student to provide the letter and the sound
- No time limit
 - You want to see how many letters and sounds the student know
 - Information gleaned from this assessment will help drive instruction
- Any correct sound (not necessarily the most common sound) is scored as correct
- Stop administering this assessment, once the student knows all letters/sounds

Segment to Spell

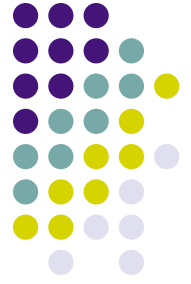


- Assesses for letter-sound correspondence
- Students are provided with five to eight letters that they know the most common sounds
 - The teacher also has the same letters printed on transparency film (for use on the overhead projector)
- Orally provide students with a decodable word
 - Have students repeat the word
 - Then say the sounds in the word
- The students are then asked to spell the word
 - The students check their spelling against the example on the overhead projector
- If students cannot perform this activity he/she has not mastered AP

Example of Segment to Spell



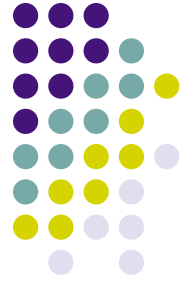
- “*Fat*. Say /fat/.”
 - Student(s) say /fat/.
- “Say all the sounds in /fat/.”
 - /F/ /a/ /t/
- “*Fat*. What’s the first sound?”
 - /f/
- “Spell *fat* on your table with your letters.”
 - [Student(s) spell *fat*]
- “Now look up here. Did you spell it this way? Spell *fat* with me: *f-a-t*. did you spell it *f-a-t*? Change it if you want to.”
 - [Student(s) check work against the overhead.]
- Watch me read *fat*.” [Touch under each letter, and say the sounds.] “Read it with me.” [Touch under each letter, and encourage students to read along with you.]
 - [Student(s) say the sounds and then read the word with the teacher.]
- “What did we spell?”
 - /fat/



Suggested Benchmarks

- By the fourth month of school, students should be able to name 10 or more letters
- Should know 40 or more by the end of the year
 - There is currently no evidence to support an added benefit for students being able to name more than 70 letters in a minute

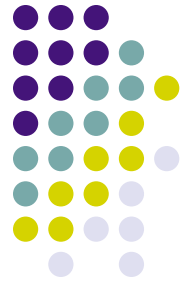
(O'Connor et al., 2005)



Phonemic Awareness

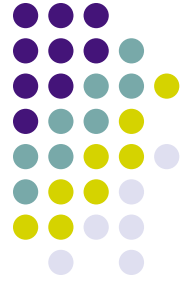
- Phonemic awareness is the sound play around spoken words
 - Includes isolating and manipulating speech sounds
- It does not include print - auditory only
(O'Connor et al., 2005)

Importance of Phonemic Awareness



- Phonemic awareness is the best predictor of future struggling readers (Bradley & Bryant, 1983; Juel, 1988; Perfetti, Beck, Bell, & Hughes, 1987)
 - Without it, students are unlikely to benefit from phonics instruction (Perfetti et al., 1987)
- The National Reading Panel (2000) suggested that teaching phonemic awareness in kindergarten is developmentally appropriate
 - Gersten, Darch and Gleason (1998) found that early beginning instruction for at risk students is especially beneficial - gives students that need it more practice

How to Assess for Phonemic Awareness



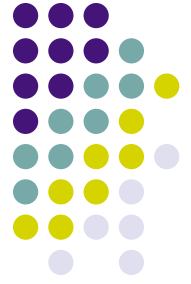
- Phoneme segmentation



Phoneme Segmentation

- The student is orally provided with a word
- The student is then asked to say the sounds in the word
- One point is given for each correct sound given within 1 minute
- 10 examples, with 3 sounds in each example are given
 - Total of 30 points

Example of Phonemic Awareness Assessment



Child's Name: _____

Date: _____

Score: _____

1. soap		6. night	
2. van		7. job	
3. food		8. leaf	
4. sheep		9. boat	
5. make		10. talk	

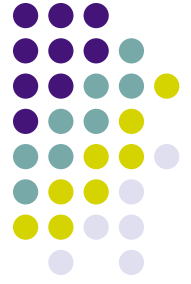


Suggested Benchmarks

- 10 correct phonemes per minute, by the fourth month of school
- By the end of the year, students should be able to identify most of the sounds in three-phoneme words

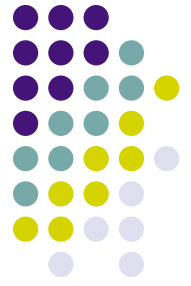
(O'Connor et al., 2005)

Phonics



- Phonics is the understanding that letters or letter patterns make certain sounds
- Unlike with phonemic awareness, it involves print

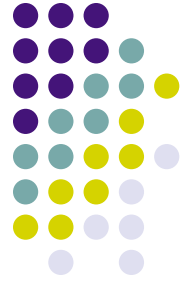
(O'Connor et al., 2005)



Importance of Phonics

- The National Reading Panel (2000) found that a phonics approach that teaches all the letter sounds systematically works better than word reading approaches
- Phonics has been shown to be a component of successful literacy instruction in **kindergarten** (O'Connor et al., 2005) and **first grade** (Juel & Minden-Cupp, 2000)

How to Assess for Phonics



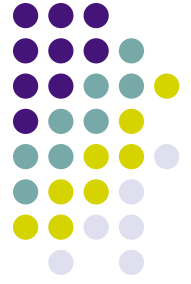
- Nonsense Word Fluency (NWF)
 - The following probes/scoring rules were obtained from AIMSWeb - although there are other places to obtain similar materials (ex. DIBELS)
 - Use the administration manual that corresponds to the probes you are using

NWF

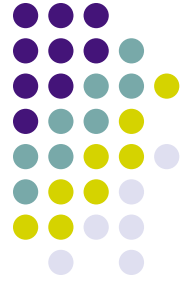


- Two copies of the form
 - Examiner
 - Student
- Tell the student that you want him/her to read some words that are not real words, you want them to tell you how the words sound
 - When first doing this activity it is important to make sure that he/she understands - the practice item sheet can be used to do this
- Students are given 1 minute to read as many of the words and he/she can

NWF-Scoring



- Correct sounds
 - The student may either provide the word or the sounds in the word
 - If sounds are provided they do not need to be in the correct order; however, if the entire word is given correct order is necessary
 - Self corrections are scored as correct as long as they occur within 3 seconds
 - Insertions are ignored (not counted as incorrect)
 - Repetitions of a correct response are only scored correctly once



NWF-Scoring

- Incorrect response
 - Any response that provides the wrong sound or word
 - If the student takes longer than 3 seconds to provide the word (or sound), prompt him/her to move onto the next word (or sound) and score this word (or sound) incorrect

NWF - Practice Sheet



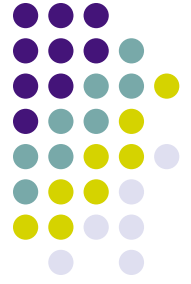
bim lat

NWF - Student Copy



noj	vez	ruz	biv	yep
nof	lal	jon	duv	luk
sij	yuc	mod	lef	hus
mij	vis	kuj	jep	miz
wip	pez	fik	vug	az
non	kat	jik	pas	joz
nik	ret	od	lic	dop
kos	muv	jid	sus	tos
zuc	laf	het	kuc	yub
woj	fos	og	rev	wij
wef	jof	yug	iz	fav
muz	nav	mac	vuz	bik
tud	veb	pep	wal	sid
suz	mav	hij	yob	nov
vom	yec	ic	hej	hon

NWF - Examiner Copy



AIMSweb® Nonsense Word Fluency - Progress Monitor Assessment #4

Given To: _____ Given By: _____ Date: _____

<u>noj</u>	<u>vez</u>	<u>ruz</u>	<u>biv</u>	<u>yep</u>	<u>/ 15 (15)</u>
<u>nof</u>	<u>lal</u>	<u>jon</u>	<u>duv</u>	<u>luk</u>	<u>/ 15 (30)</u>
<u>sij</u>	<u>yuc</u>	<u>mod</u>	<u>lef</u>	<u>hus</u>	<u>/ 15 (45)</u>
<u>mij</u>	<u>vis</u>	<u>kuj</u>	<u>jep</u>	<u>miz</u>	<u>/ 15 (60)</u>
<u>wip</u>	<u>pez</u>	<u>fik</u>	<u>vug</u>	<u>az</u>	<u>/ 14 (74)</u>
<u>non</u>	<u>kat</u>	<u>jik</u>	<u>pas</u>	<u>joz</u>	<u>/ 15 (89)</u>
<u>nik</u>	<u>ret</u>	<u>od</u>	<u>lic</u>	<u>dop</u>	<u>/ 14 (103)</u>
<u>kos</u>	<u>muv</u>	<u>jid</u>	<u>sus</u>	<u>tos</u>	<u>/ 15 (118)</u>
<u>zuc</u>	<u>laf</u>	<u>het</u>	<u>kuc</u>	<u>yub</u>	<u>/ 15 (133)</u>
<u>woj</u>	<u>fos</u>	<u>og</u>	<u>rev</u>	<u>wij</u>	<u>/ 14 (147)</u>
<u>wef</u>	<u>jof</u>	<u>yug</u>	<u>iz</u>	<u>fav</u>	<u>/ 14 (161)</u>
<u>muz</u>	<u>nav</u>	<u>mac</u>	<u>vuz</u>	<u>bik</u>	<u>/ 15 (176)</u>
<u>tud</u>	<u>veb</u>	<u>pep</u>	<u>wal</u>	<u>sid</u>	<u>/ 15 (191)</u>
<u>suz</u>	<u>mav</u>	<u>hij</u>	<u>yob</u>	<u>nov</u>	<u>/ 15 (206)</u>
<u>vom</u>	<u>yec</u>	<u>ic</u>	<u>hej</u>	<u>hon</u>	<u>/ 14 (220)</u>



Suggested Benchmarks

AIMSweb® Growth Table Nonsense Word Fluency Multi-Year Aggregate								
Grade	%ile	Fall		Winter		Spring		ROI
		Num	WC	Num	WC	Num	WC	
K	90	272	10	17347	39	25879	55	1.3
	75		0		26		40	1.1
	50		0		15		28	0.8
	25		0		5		16	0.4
	10		0		0		6	0.2
	Mean		3		22		31	0.8
	StdDev		7		517		21	0.4
1	90	29041	53	29056	81	24099	110	1.6
	75		38		60		79	1.1
	50		25		44		56	0.9
	25		14		32		40	0.7
	10		6		21		28	0.6
	Mean		29		49		62	0.9
	StdDev		21		27		33	0.3
2	90	12220	99	1264	98	579	105	0.2
	75		71		70		76	0.1
	50		49		45		43	-0.2
	25		33		19		0	0
	10		22		0		0	0
	Mean		55		48		47	-0.2
	StdDev		31		37		41	0.3

Num = Number of Students WC = Words Correct ROI = Rate Of Improvement
 ROI is Spring Score minus Fall Score (or Winter minus Fall) divided by 35 weeks (or 18 weeks)