

Development of Screening Assessments for Florida's Voluntary PreKindergarten Program: Overview and Update

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Overall Goals

- Provide teachers with an easy-to-use set of assessments to help identify the skill levels of the children in their programs, and to track the development of skills across the year.
- Focus on skills that are clear predictors of later school success and that have instructional utility.

Emergent Literacy

Consistent evidence that there are three primary domains of emergent literacy skills that are related to later (conventional) reading and writing.

- ❑ Oral Language
- ❑ Print Knowledge
- ❑ Phonological Awareness

Early Math Skills

Less well developed area of research.
However, growing evidence that certain early math skills are predictive of later math performance.

- ❑ Counting
- ❑ Number Sense

Target Skills in VPK Assessments

- Assessments of Skills Yielding Scores in Four Domains
 - Print Knowledge
 - Phonological Awareness
 - Vocabulary/Oral Language
 - Mathematics

Target Skills in VPK Assessments

- The data from these assessments are not used for accountability.
- The results of these assessments will provide information about how a child is likely to perform on the FLKRS Assessment (and the other K-3 assessments currently in development).

Target Skills in VPK Assessments

- The goal of the assessments is to provide teachers with information that can be used to guide instructional activities to promote children's development of important readiness skills.

Target Skills in VPK Assessments

- Using these assessments may help VPK teachers better understand the developmental continuum of literacy, language, and math skills.
- Using these assessments may help VPK teachers better understand the critical role they play in helping promote skill development and school readiness.

Development of Measures

- Sequenced development, refinement, and validation of the four measures:
 - Initial measures
 - Print knowledge
 - Phonological Awareness
 - Later measures
 - Oral Language/Vocabulary
 - Math

Development of Measures

- Phase 1
 - Item development and selection
 - Expert review of items
 - Goal: Generate 3 times more items than ultimately desired

Development of Measures

- Phase 2
 - Initial field trial: matrix assessment
 - 100 Children for each subset of items
 - Evaluation of item difficulty and item cohesion
 - Empirically select items of appropriate difficulty and have high cohesion with other items for construct

Development of Measures

- Phase 1
 - Completed for Print Knowledge
 - Completed for Phonological Awareness
 - Completed for Math
 - Ongoing for Oral Language/Vocabulary

Development of Measures

- Phase 2
 - Ongoing for Print Knowledge and Phonological Awareness
 - Approximately 280 4-year-olds recruited and currently completing assessments
 - Ongoing for Math
 - Initial data collected from about 300 children as pilot work (in conjunction with other project)

Development of Measures

- Print Knowledge
 - Extant data indicates that letter knowledge is most predictive component for later reading.
 - Evidence that earlier indicators include concepts of print
 - Identify print, words, or letters as unique symbol system
 - Data on development of letter knowledge (acquired in predictable order)

Initial Field Trial

Specific item types being evaluated in initial field trial for Print Knowledge

Item Content	Type of Item	
	Multiple-Choice	Free-Response
Print Concepts	16	
Uppercase Letter Names	10	10
Lowercase Letter Names	6	6
Uppercase Letter Sounds	10	10
Lowercase Letter Sounds	6	6

Print Knowledge

Sample Items



Point to the Picture with a Word in it.

THE CHILDREN
WENT TO THE
PARK.

The children went to the park.

The
children
went to the
park.

The children went to the park.

Point to the one that looks right.



473

CAT

Point to the Word.

2

M

π

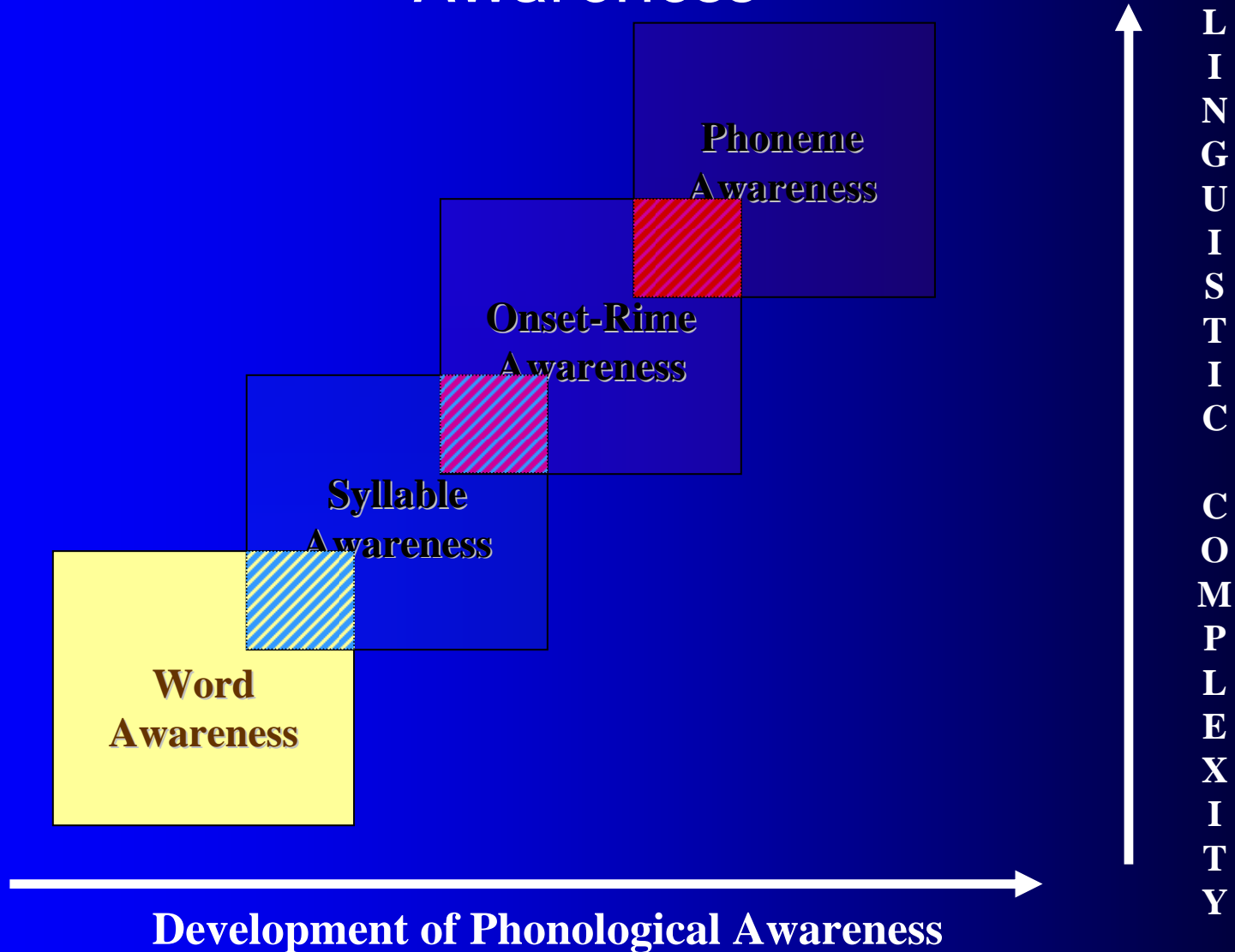
Δ

Point to the Letter.

Development of Measures

- Phonological Awareness
 - Extant data indicates that phonological awareness follows a developmental continuum.
 - Dimensions include: Linguistic Complexity and Type of Operation (detection, synthesis, analysis).
 - Format of question may make tasks easier for younger children and provide similar information.

Development Continuum of Phonological Awareness



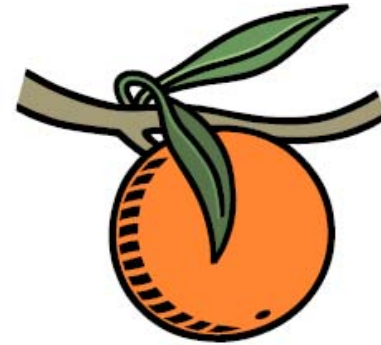
Initial Field Trial

Specific item types being evaluated in initial field trial for Phonological Awareness

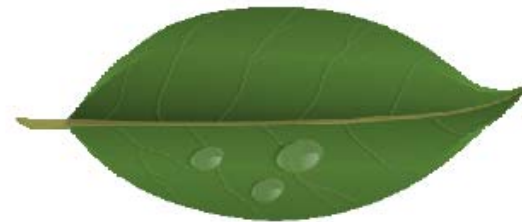
Developmental Level	Type of Task				
	Blending		Elision		Matching
	Multiple-Choice	Free-Response	Multiple-Choice	Free-Response	
Compound Words	8	8	8	8	
2-Syllable	8	8	8	8	
Onset-Rime	8	8	8	8	
Initial Sound					12
Final Sound	6	4	6	4	

Phonological Awareness

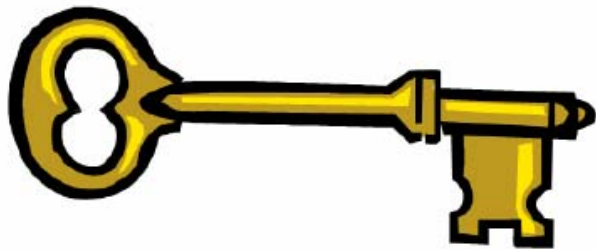
Sample Items



Point to Pump ... Kin



Point to L ... eaf



Point to the one that starts with /f/

Development of Measures

Next Steps

- Finish Phase 2 data collection for Print Knowledge and Phonological Awareness measures.
 - Data entry
 - Item reduction
- Development of Oral Language / Vocabulary Measure

Development of Measures

Next Steps

- Refinement of Math Measure
- Initiate Phase 2 data collection for Oral Language/Vocabulary Measure
- Phase 3 for Print Knowledge, Phonological Awareness, and Math measures

Development of Measures

Phase 3

- Measure Evaluation using Item Response Theory analysis
 - Administer refined measures to approximately 300 4-year-olds
- Measure refinement and further item selections

Questions?