**Preschool Early Literacy Indicators (PELI)**

**Early Release Fact Sheet**

DMG is pleased to announce the Preschool Early Literacy Indicators (PELI) will be available as an early release for research partners in the 2016–2017 school year.

The PELI is set of standardized subtests within a storybook format for children 3 to 6 years. The assessment measures children's current early literacy and language skills and growth in these skills across the school year. The subtests in PELI are Alphabet Knowledge, Vocabulary/Oral Language, Comprehension, and Phonological Awareness. Titles for the developmentally appropriate storybooks include: *On the Farm, Show and Tell at School, Off to the Grocery Store, A Day at the Playground, Cooking with Mom* and *Time for Bed*. The PELI is untimed and takes about 15 minutes to administer.

The use of PELI for the 2016–2017 school year is limited to research partners. Research partners must agree to purchase book sets and training. DIBELSnet data entry and reporting for PELI will be free of charge during the 2016–2017 school year. There are two different PELI book sets. One book set is available for children 3 to 4 years old and a different set of books is available for children 4 to 5 years old. Each book set includes five PELI books (three benchmark and two interim books), score sheets, and an Assessment Manual. Additional progress monitoring materials are also available free of charge during the 2016–2017 school year.

**Description of the Subtests and Composite Scores**

**Alphabet Knowledge.** During the Alphabet Knowledge task, children are asked to identify as many letters as possible on a page that includes a random array of all 26 letters of the alphabet.

**Vocabulary and Oral Language.** The Vocabulary and Oral Language subtest has two expressive language tasks, Picture Naming and Tell About. For the Picture Naming task, the child is shown a picture of a scene related to the theme of the book. The child is shown ten pictures that range from easy (i.e., known by many preschool children) to difficult (i.e., known by some preschool children). During Tell About a child is asked to tell everything he/she can about five of the pictures.

**Comprehension.** Comprehension on the PELI is assessed through two tasks. In the first task, Comprehension Questions, the assessor reads a short story and pauses during and after the reading to ask simple literal, prediction and inference questions. Following the story, the child participates in a Shared Retell task during which the assessor retells the story, leaving out words with the child filling in the blanks.

**Phonological Awareness.** Phonological Awareness is assessed through a game during which the child is shown a picture of a scene related to the theme of the book. The child is shown a series of 10 pictures of objects and asked to identify the first part or the first sound of a word for each picture. This page of the book is a pocket page depicting a scene related to the theme of the story. After the child responds, he/she gets to put the picture in the pocket.

**Composite Scores.** PELI has two composite scores. The PELI Language Index (PLI) is a combined score that includes the Vocabulary/Oral Language and Comprehension subtests. The PELI Composite Score (PCS) is a combination of all of the PELI subtest scores and provides the best overall estimate of early literacy performance.

**Benchmark goals.** Benchmark goals and cut points of risk have been established for the PELI for each subtest and composite score. An advantage of these established benchmarks is that they serve as predictors of performance on future kindergarten DIBELS Next assessments.

**Sample Materials**

A sampling of PELI materials is attached. The samples include: a PELI cover and content of the subtests. For more information contact: info@dibels.org.
Alphabet Knowledge subtest: “Here is a barn with letters on it. Do you know any of these letters? Point to and tell me the names of all of the letters that you know.”
V/OL 1. Here are some pictures of things you might see on a farm. I will point to a picture and you tell me its name. Point to each picture and ask, “What is this?” or “Do you know what this is?” for the following words:

1. cow
2. sun
3. owl
4. tractor
5. scarecrow
6. barn
7. fence
8. wheelbarrow
9. windmill
10. puddle

If the child says a related word (i.e., “water” for “puddle” or “bird” for “owl”), ask, “What’s another name for it?” If the child names a part of the target word, circle the item with your finger and say, “What is the whole thing called?” If the target word is part of a larger item and the child names the larger item, circle the item with your finger and say, “What is just this part called?”

V/OL 2. Now I want you to tell me everything you can about some words. My turn first. I will tell you everything I can about an owl (point to the owl). An owl is a kind of bird that flies around at night and it says, “Hoo.” Now it is your turn. If the child has not named the picture correctly, say, “This is a ________.” Before asking him/her to tell you about it:

1. Tell me everything you can about a cow.
2. Tell me everything you can about a barn.
3. Tell me everything you can about a tractor.
4. Tell me everything you can about a wheelbarrow.
5. Tell me everything you can about a puddle.

If the child does not respond or says, “I don’t know” when you ask him/her to tell you about a word, provide one prompt per word such as, “What do you do with a ________?” “What is a ________ for?” or “What does a ________ do?”
Farmer Jane was very happy to see the girl and her horse.

Let's see what you remember about the story.

C5. Who was the story about?
C6. When did the story happen?
C7. Why did Farmer Jane go to the barn?
C8. What did Farmer Jane see by the apple tree?
C9. Where did Farmer Jane find her horse?
Look! Here is a wagon on the farm and here are some things (take out pictures) that go in the wagon. We are going to play a game and put the pictures in the wagon. (Show first picture) I'm going to show you a picture and say the word and you tell me the first part of the word. Then you can put it in the wagon. My turn first. This is a haystack. The first part of the word "haystack" is "hay". Hay. Haystack. I said the first part of the word "haystack," so I will put this into the wagon.

Your turn. (hold up picture of washtub) This is a washtub. What is the first part of the word washub?

<table>
<thead>
<tr>
<th>Child responds correctly</th>
<th>Good! Put it in the wagon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child responds incorrectly</td>
<td>Wash is the first part of the word washtub. Say it with me, wash. What is the first part of the washtub?</td>
</tr>
<tr>
<td>Correct</td>
<td>Good! Put it in the wagon.</td>
</tr>
<tr>
<td>Incorrect</td>
<td>Wash is the first part of the word washtub. Say &quot;wash&quot; and put it in the wagon.</td>
</tr>
</tbody>
</table>

Test items

PA1. This is firewood. What is the first part of the word firewood?
PA2. This is a toolbox. What is the first part of the word toolbox?
PA3. This is a beehive. What is the first part of the word beehive?

Here are some other things that go in the wagon. This time I want you to tell me the first sound in the word. My turn first. This is milk. The first sound in the word milk is /m/. /m/ Milk. I said the first sound in the word "milk," so I will put this into the wagon.

Your turn. (hold up picture of seeds) These are seeds. What is the first sound in the word seeds?

<table>
<thead>
<tr>
<th>Child responds correctly</th>
<th>Good! Put it in the wagon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child responds incorrectly</td>
<td>The first sound in the word seeds is /s/. Say it with me, /s/. What is the first sound in the word seeds?</td>
</tr>
<tr>
<td>Correct</td>
<td>Good! Put it in the wagon.</td>
</tr>
<tr>
<td>Incorrect</td>
<td>/s/ is the first sound in the word seeds. Say &quot;/s/&quot; and put it in the wagon.</td>
</tr>
</tbody>
</table>

Test items

PA4. This is a bucket. What is the first part of the word bucket?
PA5. This is a chicken. What is the first part of the word chicken?
PA6. This is a goose. What is the first sound in the word goose?
PA7. This is fruit. What is the first sound in the word fruit?
PA8. This is corn. What is the first sound in the word corn?