



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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EARLY LANGUAGE and LITERACY OBSERVATION and ASSESSMENT TOOLS

The following is a sample of resources that provide information about early language and literacy observation and assessment tools for preschoolers.

Language and Literacy Specific Assessment Tools

■ ***Early Language and Literacy Classroom Observation (ELLCO)***

World Wide Web: <http://www.brookespublishing.com/store/books/smith-ellco/index.htm>

ELLCO is a classroom observation tool for prekindergarten through 3rd grade that specifically addresses the role of environmental factors in early literacy and language development. It is useful for conducting a baseline assessment as well as determining progress in providing learning environments that are age appropriate, support children's evolving interests, and with the intentional direction of the teacher, engage children in exploring beyond their current knowledge and skills.

- *Early Language and Literacy Classroom Observation (ELLCO) Toolkit*, developed by Marion W. Smith and David K. Dickerson in collaboration with Angela Sangeorge and Louisa Anastasopoulos, published by Brooke Publishing, includes the following components: a Literacy Environment Checklist (15–20-minute orientation to the classroom); Classroom Observation and Teacher Interview (20–45-minute observation; 10-minute interview); Literacy Activities Rating Scale (10-minute book reading and writing summary); and User's Guide. This resource is available from Brookes Publishing on the Web at <http://www.brookespublishing.com/store/books/smith-ellco/index.htm>.

■ ***Early Literacy Advisor (ELA)***

Mid-continent Research for Education and Learning (McREL)

2550 South Parker Road, Suite 500

Aurora, CO 80014

303-337-0990

World Wide Web: <http://www.mcrel.org/programs/literacy/ela/index.asp>

ELA is a research-based assessment system that assists classroom teachers in assessing and promoting early literacy development in children ages 4–6. Using a simple, user-friendly testing process, *ELA* creates an informative student profile that combines an in-depth analysis of a child's current level of literacy development with individualized, research-based teaching suggestions. Profiles are delivered to teachers within days, making them useful for immediate, powerful intervention and as a tool to gauge student's progress toward State and local standards. The core of the *ELA* is its JAVA-based "expert system," an artificial intelligence system that emulates the decision-making process of master teachers. This system makes connections between raw assessment data and developmentally appropriate teaching techniques, assisting

teachers in selecting strategies most likely to advance the literacy development of each student. The *ELA* also tracks each student's results and builds a personal database.

- *Benchmarks Assessed in the Early Literacy Advisor Battery of Assessments* (1999) identifies the skills and developmental patterns assessed by each instrument. This resource is available on the Web at <http://www.mcrel.org/programs/literacy/ela/bench.pdf>.

- ***Get Ready to Read! Screening Tool***
The National Center for Learning Disabilities (NCLD)
381 Park Avenue South, Suite 1401
New York, NY 10016
888-575-7373
World Wide Web: <http://www.getreadytoread.org>

The Get Ready to Read! campaign was launched by the NCLD in 2001. It is a nationwide campaign to provide parents and early childhood care providers with understanding of the skills and knowledge 4-year-olds need to be ready to learn to read in kindergarten. One part of this initiative is the development of this research-based screening tool.

The *Screening Tool* is a 20-item instrument that focuses on the “inside-out” skills in three areas: print knowledge, emergent writing, and linguistic awareness. By pointing to a series of icons, children can demonstrate skills in these areas. The tool is a reliable, research-based series of questions for children in the year before they enter kindergarten to determine whether they have the early literacy skills they need to become readers. The *Screening Tool* development was led by Grover J. Whitehurst. Additional information about the tool is available on the Web at <http://www.familyeducation.com/article/0,1120,63-25466,00.html>. *Evaluation Findings from National Demonstrations: 2001-2003: Executive Summary* (November 2003) is available on the Web at http://www.getreadytoread.org/newsltr/Winter04/Winter04_Feature2.cfm.

- ***Head Start – National Reporting System (NRS)***
World Wide Web: <http://www.esilsg.org/NRStraining/index.htm>

NRS is designed on the basis of President Bush's Early Childhood Initiative, *Good Start, Grow Smart*, and provisions of the Head Start Act to create a new national database on the progress and accomplishments of 4- and 5-year-old Head Start children on specific child outcomes. Programs will administer a common *NRS* assessment to all 4- and 5-year-old children at the beginning and end of the program year in order to determine some of the skills with which they enter Head Start, their levels of achievement when they leave Head Start and the progress they make during the Head Start year. The *NRS* child assessment will provide information on the following five learning indicators:

- Understanding and using language to communicate for various purposes.
- Using increasingly complex and varied vocabulary.
- In the case of children whose native language is other than English, progressing toward acquisition of the English language.
- Identifying at least 10 letters of the alphabet.
- Numeracy awareness.

■ ***Phonological Awareness Literacy Screening (PALS PreK)***

853 West Main Street, Suite 104

P.O. Box 800785

Charlottesville, VA 22908-8785

888-UVA-PALS (882-7257) or 434-982-2780

World Wide Web: <http://curry.edschool.virginia.edu/centers/pals/home.html>

PALS PreK is a phonological awareness and literacy screening tool that measures young children's literacy knowledge. The tasks of the assessment reflect those skills that are predictive of children's future reading success. An awareness of rhyme and beginning sounds, the ability to name letters of the alphabet, familiarity with books and print and name writing are fundamental components of the learning-to-read process for children in preschool. The assessment scores indicate a child's strengths and those areas that require more direct attention. *PALS-PreK* identifies those children who may be at risk for future reading difficulties and supports teachers' classroom literacy activities and instructional practices.

PALS-PreK assesses children's growing literacy knowledge in specific detail. It assesses a child's phonological awareness, specifically rhyme and beginning sound. *PALS-PreK* also assesses children's ability to recognize uppercase letters. Lowercase letter recognition is assessed for those children who are familiar with 16 or more uppercase forms. Verbal memory is assessed when the child listens to a short rhyming poem, using pictures as a guide. Children demonstrate their familiarity with print by identifying different print features and by interacting with a book in a real reading context. The concept of word task measures children's ability to point to the words in a memorized rhyme. The *PALS PreK* also includes a name-writing task.

■ ***Teacher Rating of Oral Language and Literacy (TROLL)***

Center for the Improvement of Early Reading Achievement (CIERA)

University of Michigan, School of Education, Room 2002 SEB

60 East University Avenue

Ann Arbor, MI 48109-6940

734-647-6940

World Wide Web: <http://www.ciera.org>

The Teacher Rating of Oral Language and Literacy (TROLL) is a rating tool developed by David Dickinson to provide preschool teachers with a way to track the language and literacy development of individual children in their classrooms. TROLL correlates significantly with scores on the *Peabody Picture Vocabulary Test* and the *Early Phonemic Awareness Profile*. TROLL contains three subscales: (a) language use, (b) reading, and (c) writing. Introductory questions determine the language(s) the child speaks and his or her comprehension and production abilities in English. Teachers are given the opportunity to rate English and native language competence. The tool has 25 items, and teachers can do the rating in five–ten minutes without prior training. The following resource describes the tool and includes the TROLL tool in the Appendix:

- *Teacher Rating of Oral Language and Literacy (TROLL): A Research- Based Tool* (September 2001), by David Dickinson, Allyssa McCabe, and Lowell Kim Sprague, published by the Center for the Improvement of Early Literacy (CIERA), describes the development and use of TROLL. The rating tool is represented in its entirety in the

Appendix. This resource is available on the Web at
<http://www.ciera.org/library/reports/inquiry-3/3-016/3-016.pdf>.

Multi-Domain Assessment Tools

■ Galileo Preschool

Assessment Technology, Inc.
5099 East Grant Road, Suite 331
Tucson, AZ 85712
800-367-4762

World Wide Web: <http://63.172.114.196/galileoPreschool/overview/index.htm>

Galileo is a comprehensive early childhood knowledge management system, which makes it possible to document, track, and report preferred information on children, staff, families, and volunteers. *Galileo Online* integrates assessment and the documentation of outcomes with eLesson Planning and eCurriculum features. Galileo offers an advanced approach for the Electronic Management of Learning (EML), including *Merlin*, a child and family case management system; the *Parent Center*, which generates four individualized reports that tell parents about what a child has learned at preschool and about a child's readiness to learn new capabilities in a given developmental area, such as language and literacy or early math; and *Storyteller Center*, which provides learning opportunities and objective assessment directly articulated to Instructional Goals. *Galileo G-2* has stand-alone technology (available on CD-ROM) that connects assessment, screening, lesson planning, classroom activities, and outcome documentation. The following resources have information about the Galileo management system:

- “Head Start Improves the Pre-reading Skills of Poor Children” (March 2003), in *Concerning Kids*, by KidsOhio.org, highlights efforts to measure early learning progress of children in Ohio's Head Start programs. Using Galileo, a computer-based assessment system, teachers document the skills that children demonstrate during daily program activities. One program documented a twelve-fold increase in the percentage of children who could demonstrate at least 47 specific language and literacy skills by years' end; only 4 percent of children demonstrated this level of skills at the beginning of the year. This resource is available on the Web at http://www.kidsohio.org/concerningkids/pdf/CK_HeadStart_Mar-03.pdf.
- *Galileo Alignment with the Head Start Framework Indicators* (2002) is available online at <http://63.172.114.196/galileoPreschool/resources/articles/New%20Alignment%20Galileo%20to%20HS%20Framework.pdf>.

■ *The High/Scope Child Observation Record (COR)* ®

High/Scope Foundation
600 North River Street
Ypsilanti, MI 48198-2898
734-485-2000, ext. 218

World Wide Web: <http://www.highscope.org/Assessment/cor.htm>

The High/Scope Foundation is an independent, nonprofit, research, development, training, and public advocacy organization. In a High/Scope® program, students learn through active

involvement with people, materials, events, and ideas. *High/Scope's Cognitively Oriented Preschool Curriculum* represents an attempt to construct a developmentally valid educational framework for young children.

The *High/Scope COR for Ages 2½-6* is an observational assessment tool that charts children's development and progress over time. COR assessment areas include language, mathematics, initiative, social relations, creative representation, and music and movement. The COR assesses the ways in which young children initiate their own activities as well as how they respond to teacher questions and demands. It can be used in a variety of early childhood settings. Components of the *COR Assessment Kit* are the following items: COR Manual; COR Assessment Booklets; COR Anecdotal Notecards; COR Parent Report Forms; and COR poster.

The *High/Scope COR for Infants and Toddlers* looks at the whole child—highlighting broad areas of development for children from the ages of 6 weeks to 3 years. It can help caregivers gather, organize, document, use, and learn from observations of children within the context of everyday life at the center or home setting. This information can also be shared easily, accurately, and effectively with parents and others.

Additional related resources available from High/Scope include:

- *Planning Around the High/Scope Child Observation Record (COR) Categories, Items, and Levels — Strategies and Activities to Support Child Development;*
- *Using the High/Scope COR to Assess and Report Head Start Outcomes;*
- *Program Quality Assessment Instrument (PQA);* and
- *Using the High/Scope Child Observation Record in Head Start Classrooms and Centers.*

■ ***Individual Growth and Development Indicators (IGDI)***

**Center for Early Education Development
College of Education and Human Development**

University of Minnesota

215 Pattee Hall, 150 Pillsbury Drive SE

Minneapolis, MN 55455

612-625-2898

World Wide Web: <http://ggg.umn.edu>

IGDIs are quick, efficient, and repeatable measures of components of developmental performance. They sample child performance in major developmental domains (i.e., language, social, cognitive, motor, and adaptive), with a special emphasis on assessment related to long-term developmental outcomes that are common across the early childhood years. They are functional and are related to later competence in home, school, and community settings. These indicators measure young children's growth over time toward important developmental outcomes rather than just their skill level at one point in time. Preschool *IGDIs* are intended for children between the chronological ages of 30 months and 6 years of age. Early elementary *IGDIs* are intended for children between the ages of 5 and 8, or roughly from prior to kindergarten entry through the end of 2nd grade.

IGDIs can be used by psychologists, teachers, and other program staff who want to measure, record, and act on information about young children's rate of growth and development toward long-term, developmentally important goals. This assessment may be completed to monitor children not receiving specialized intervention, to identify children who might benefit from such intervention, and to monitor the effects of such intervention.

■ ***The Marazon Systems***

MAPS For Life

P.O. Box 667

Perrysburg, OH 43552

419-661-1945

World Wide Web: <http://www.marazon.com/default.htm>

The *Marazon Systems* (Classroom System, Home Visitor System, Family Child Care System, Christian System, and Parent System) are developmentally appropriate planning and assessment systems designed for a variety of educational settings for children of all ages. The *Systems* provide parents and professionals with the tools to support and challenge children's growth, development, and learning. The *Marazon System* is focused on describing children's interests and developmental characteristics, and is used in the every day curriculum of the home, school, and the community to support and challenge their interests and development. The system celebrates 96 child development characteristics across six domains or areas of the child's growth. The six domains are Affective (relating to self), Social (relating to others), Creative (originating from self), Cognitive (thinking), Language (communicating), and Physical (doing). The four steps of The System—Plan, Environment, Assessment, and Partnership—assist practitioners in developing intentional plans to help children grow and develop as individuals according to their gifts.

The comprehensive nature of *The Marazon System* enables teachers to observe children throughout the week to achieve the following tasks related to authentic assessment and individualized planning: record one to two anecdotes per day; interpret the anecdotes according to the 96 Target Objectives that same day; composite or summarize the Target Objectives onto the Child Assessment and Planning Tally that same day; review each child's Assessment and Planning Tally prior to planning each week; develop Individual and Group Domain Plans based on data gathered related to children's emerging needs and interests; and arrange the environment, interact with the children, and conference with families either formally or spontaneously.

■ ***The Work Sampling System***

Rebus, Inc.

P.O. Box 4479

Ann Arbor, MI 48106-4479

800-435-3085

World Wide Web: <http://www.pearsonearlylearning.com/index2.html>

The *Work Sampling System* is an ongoing classroom performance assessment system that is used in preschool through 5th grade. Its purpose is to document children's skills, knowledge, behavior, and accomplishments across a wide variety of curriculum areas on multiple occasions in order to enhance teaching and learning. Curriculum areas include personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development.

Teachers using the *Work Sampling Observational Assessment* observe children with the Developmental Guidelines; record classroom observations efficiently using reproducible process note forms included in *Using Work Sampling Guidelines and Checklists: An Observational Assessment* teacher's manual; document learning by completing a grade-level Developmental Checklist for each child three times per year; and report to parents three times per year and maintain school records of student achievement with the optional *Work Sampling Report to Parents*.

Additional Resources

■ *Reading Assessment Database for Grades K-2*, by Southwest Educational Development Laboratory (SEDL), is a searchable database that describes in detail all available early reading assessment tools that are published and distributed in the SEDL region. It is intended to provide valuable information about all of the options available to teachers and administrators who are seeking reliable reading assessment tools for children in grades pre-K to 3. (The RCI initiative at SEDL focuses on grades K–2, but pre-K and 3rd grade assessments were included in this database because sometimes assessments at those levels are appropriate to use with K–2 students.) Access to the database is available on the Web at <http://www.sedl.org/reading/rad/database.html>. The *Summary Chart* links to the each Criterion Reference Assessment and lists the cost, grades tested, and cognitive elements evaluated by the assessment. This chart is available on the Web at <http://www.sedl.org/reading/rad/chart.html>.

■ “Pre-Kindergarten and Kindergarten Emergent Literacy Skills Assessments” in “Standardized Assessment of Children’s Emergent Literacy Skills” (in press) in *Handbook on Family Literacy: Research and Services*, by Christopher J. Lonigan, Kimberly D. Keller, and Beth M. Phillips of the Florida Center for Reading Research (FCRR), ed. B. Wasik, published by Lawrence Erlbaum Associates, is a summary of standardized assessments including: *Bracken Basic Concept Scale–Revised (BBCS-R)*, *Boehm Test of Basic Concepts-Revised (Boehm-R)*, *Clinical Evaluations of Language Fundamentals-Preschool (CELF-P)*, *Comprehensive Test of Phonological Processing (CTOPP)*, *Dynamic Indicators of Basic Early Literacy Skills (DIEBELS)*, *Developing Skills Checklist (DISC)*, *Expressive One-Word Picture Vocabulary Test (EOWPVT-III)*, *Linadmood Auditory Conceptualization Test (LAC)*, *Oral Written and Language Scales (OWLS)*, *Phonological Awareness and Literacy Screenings-PreK (PALS-PreK)*, *Phonological Awareness Test (PAT)*, *Preschool Language Scale-Fourth Edition (PLS-IV)*, *Peabody Picture Vocabulary Test (PPVT-III)*, *Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP)*, *Receptive One-Word Picture Vocabulary Test (ROWPVT-III)*, *Test of Early Reading Ability-3 (TERA-3)*, *Test of Language Development-Primary; 3rd Edition (TOLD-P-3)*, *Woodcock-Johnson III Tests of Cognitive Abilities and Achievement (WJ-III)*, and *Woodcock Reading Mastery Tests-Revised (WRMT-R)*. The assessments are summarized in terms of appropriate age/grade, uses, psychometrics, administration time, and major components assessed. This resource is available on the Web at http://www.fcrr.org/assessment/PDFfiles/PreK_Kassessments.pdf.

■ *Head Start: Curriculum Use and Individual Child Assessment in Cognitive and Language Development* (September 2003) (GAO-03-1049), by the U.S. General Accounting Office (GAO), formally conveys information provided during briefings on May 15, 2003 and June 6, 2003 to staff of the House Committee on Education and the Workforce. It reports on the extent to which

Head Start programs have made progress in meeting performance standards for cognitive and language development; the extent to which local Head Start programs' use of curricula has changed since the performance standards for children's cognitive and language development were issued; and the extent to which local Head Start programs have used teacher mentoring and individual child assessments to support curriculum planning. This resource is available on the Web at <http://www.gao.gov/new.items/d031049.pdf>.

■ *Early Literacy Assessment Systems: Essential Elements* (June 2003), by Jacqueline Jones, Educational Testing Service, describes how assessment can support policy, teaching, and learning of those literacy skills that are the key determinants of individuals' future educational success. This resource is available on the Web at <http://www.ets.org/research/pic/earlylit.pdf>.

■ "Appendix A: Child Assessment Battery" (March 2003), in *Smart Start and Preschool Child Care Quality in North Carolina: Change Over Time and Relation to Children's Readiness*, by the Frank Porter Graham Child Development Institute, University of North Carolina Chapel Hill, examines the relationship between Smart Start and center-based, preschool child care quality and children's readiness for kindergarten in North Carolina. Language, literacy, numeracy, and social-emotional skills were assessed for 512 preschool children. The following language and literacy child measures were used in the study:

Language and Literacy

Color Names. This subtest was adapted and used with permission from the Head Start Family and Child Experiences Survey (FACES; Zill & Resnick, 1998).

Peabody Picture Vocabulary Test - III, Form A (PPVT). The PPVT was used to measure children's receptive language skills (Dunn & Dunn, 1997).

Letter Identification. Children are shown 3 pages of letters randomly ordered and including all 26 letters of the alphabet. Children are asked to name any letters they know. Scores range from 0-26.

Story and Print Concepts. This subtest was adapted and used with permission from the Head Start Family and Child Experiences Survey (FACES; Zill & Resnick, 1998).

This resource is available on the Web at http://www.fpg.unc.edu/highlight_Detail.cfm?ID=189.

■ *Research on Program Intensity and Duration* (2003), by the National Institute for Early Education Research (NIEER), describes two studies nearing completion on the long-term effects of variations in the intensity and duration of early education experiences for urban children in New Jersey. The following measures are being used in the studies:

Child outcome measures

Peabody Picture Vocabulary Test, Third Edition (PPVT-III)

Woodcock-Johnson Psycho-Educational Battery, Revised (WJ-R)

Measures of classroom environment and teacher quality
Early Childhood Environment Rating Scale, Revised (ECERS-R)
Supports for Early Literacy Assessment (SELA)
Preschool Classroom Inventory (PCI)

Additional information is available on the Web at <http://nieer.org/docs/index.php?DocID=13>.

■ “Special Analyses on the Condition of Reading—Young Children’s Achievement and Classroom Experiences” (2003), by Kristin Denton, Jerry West, and Jill Walston, in *The Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS–K)*, sponsored by the U.S. Department of Education’s National Center for Education Statistics (NCES), assesses children’s reading skills and collects detailed information about children’s home literacy environment and the reading instruction they receive from their teachers and schools. The *ECLS–K* reading assessment covers a range of content areas and includes items that measure children’s various abilities, such as basic skills, vocabulary, and comprehension. This resource is available on the Web at http://nces.ed.gov/pubs2003/2003067_Analysis.pdf.

■ *Between the Lions® Mississippi Literacy Initiative: Project Overview and Research Findings* (2002), investigated the effect of the *Between the Lions* Public Broadcasting System (PBS) series on the acquisition of early learning skills of children in low-income communities and children who may speak English as a second language. The study found that the children who watched half-hour episodes of *Between the Lions* regularly, and whose teachers had received specific training and carried out related activities, significantly out-performed control groups on several key reading skills. In discussing the measurement tools, it states:

The measures used to evaluate student progress were the Test of Early Reading Ability (TERA-3), the Peabody Picture Vocabulary Test (PPVT-III), and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)” (page 2).

This resource is available on the Web at <http://pbskids.org/readytolearn/btl.pdf>.

■ *Early Childhood Study of Language and Literacy Development of Spanish-Speaking Children: Theoretical Background and Preliminary Results* (2002), by Patton O. Tabors, Mariela M. Páez, and Lisa M. López, Harvard Graduate School of Education, presentation at a National Association for Bilingual Education (NABE) Conference, describes a study of the language proficiencies and early literacy skills in English and Spanish of children with varying levels of English and Spanish proficiency as they enter and exit prekindergarten programs and how these skills change between prekindergarten and 2nd grade. All assessments were in both languages. Assessment instruments used in the study include:

Discourse skill	Narrative Production Task (researcher-constructed)
Phonological awareness	Phonological Awareness (researcher-constructed)
Task Concepts about print and listening comprehension	Book Task (researcher-constructed)
Vocabulary	WLPB-R Picture Vocabulary*

Letter and word recognition	WLPB-R Letter-Word ID*
Writing and spelling	WLPB-R Dictation*
General language ability	WLPB-R Memory for Sentences*

**Woodcock Language Proficiency Battery-Revised*

This Microsoft PowerPoint Presentation is available on the Web at http://www.cal.org/acqlit/subproject1/Subpr1_Tabors_NABE_021.pdf.

■ *An Observation Survey of Early Literacy Achievement* (2002), by Marie M. Clay, published by Heinemann Educational Books, assesses a number of aspects of a child's orientation to books and to written language, and is recommended for kindergarten and primary grade teachers. The aspects of the Concepts about Print survey that are especially relevant to the assessment of pre-reading (or emergent literacy) competencies are book orientation knowledge; principles involving the directional arrangement of print on the page; the knowledge that print contains the story; understanding of important reading terminology like word, letter, beginning of the sentence, top of the page, etc., and understanding of simple punctuation marks. Additional information is available on the Web at <http://www.heinemann.com/shared/products/E00484.asp>.

■ *An Analysis of Early Literacy Assessments Used for Instruction* (April 2001), by Samuel J. Meisels and Ruth A. Piker, published by the Center for the Improvement of Early Reading Achievement (CIERA), presents an analysis of early literacy assessments designed by teachers and other educators for use in K–3 classrooms. This report presents the methodology and coding scheme used for collecting classroom-based measures and evaluating their content. It provides data about how reading and writing skills are assessed by teachers and shows the relationship between the skills included in these assessments and the skills associated with national standards and benchmarks. It also characterizes the instructional assessments teachers use in their classrooms to evaluate their students' literacy performance in terms of the following: categories of skills assessed, types of assessment models utilized, differences in student responses elicited by the assessments, forms of administration, types of mental processing required of students, and other parameters. Issues concerning the psychometric properties of these assessments, their relationship to national standards, and their place in the instructional process for classroom teachers are discussed. This resource is available on the Web at <http://www.ciera.org/library/reports/inquiry-2/2-013/2-013.html>.

■ *Growth in Children's Literacy Skills in Head Start and Early Elementary School: Implications for Preschool Curricula* (April 2001), by Nicholas Zill, Gary Resnick, and Kevin O'Donnell, uses longitudinal data from 1,613 children in the *Head Start Family and Child Experiences Survey (FACES)* to test three hypotheses: (1) Children who leave preschool with more developed language and decoding skills will do better in elementary school and be further along the path to reading by the end of kindergarten; (2) The amount of benefit children derive from a preschool program is directly proportional to the quantity and quality of language-related activities in the program; and (3) Children who have received less language stimulation at home stand to gain more from literacy-related activities in preschool. The *FACES* child assessment appraised children's cognitive and perceptual-motor development in areas such as word knowledge, letter recognition, and knowledge of book and print conventions. In discussing assessment, it states:

The FACES child assessment consisted of a series of tasks designed to appraise children's cognitive and perceptual-motor development in areas such as word knowledge, letter recognition and knowledge of book and print conventions. These tasks have been shown to be predictive of later school achievement, especially of later reading proficiency and oral language skills (Horn & Packard, 1985; Snow et al, 1995; Pianta & McCoy, 1997). The present analysis used three literacy-related measures as dependent variables, namely, the measures of:

- **receptive vocabulary knowledge** (the Peabody Picture Vocabulary Test, Third Edition (PPVT-III), (Dunn & Dunn, 1997);
- **letter recognition** (Letter-Word Identification task from the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R); and,
- **early writing skills** (Dictation task from WJ-R).

... At the end of their kindergarten year, children in FACES were administered the Reading and General Knowledge assessments from the Early Childhood Longitudinal Study of a Kindergarten Cohort (ECLS-K), conducted by the U.S. Department of Education (West, Denton, Germino-Hausken, 2000; Zill & West, 2000). (pp. 3-4)

This resource is available on the Web at

http://www.acf.hhs.gov/programs/core/ongoing_research/faces/postconference.pdf.

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