

**Introducing the DRC | CTB language proficiency  
assessment for Early Learners  
*preLAS 2000***

**Thank you for joining our session.**

# Introducing *preLAS* 2000

Genevieve Olvera

## Agenda

- Language Assessment Needs for Early Learners
- Introduction to *preLAS*
- Materials Overview - Kit Contents
- Test Overview
- Test Administration
- Scoring
- Pre-Literacy Assessment

## English Language Proficiency Assessment for Early Learners

- The *preLAS* 2000 proficiency assessment consists of an Oral language component and a Pre-Literacy component
- May be used to assess students ages 3 to 6
- Test results may be used to:
  - Identify incoming students
  - Place second language learners in appropriate classroom settings
  - Monitor student progress along the stages of language acquisition
  - Report language acquisition/skills in early childhood dual language programs
- *PreLAS* provides a standardized language proficiency measure for all students

## Introduction to *preLAS*

- There are 5 subtest components utilized to report Oral language scores
- Included Pre-Literacy component (separate score for students)
- Individually administered - approximately 15 minutes per student
- Forms Available: 2 in English, 1 form in Spanish
- *PreLAS* reports five performance levels ranging from levels 1 (non-English Speaker) to level 5 (Fluent English Speaker)
- Each level is further broken down into total scores, used to measure progress over time
- Student performance profile sheet is included in the *preLAS* testing kit

## **preLAS Kit Contents**



### **Kit Contents:**

- 50 Student Answer Sheets
- 1 CD or Audio Cassette
- 1 Cue Picture Book
- 1 Game Board
- 1 Examiner's Manual
- 1 Quick Reference Guide

## preLAS 2000 Components – Oral language

| Component          | Content Tested                    | Audio    | Cue Book | # Items | Skills Tested   |
|--------------------|-----------------------------------|----------|----------|---------|---|
| Simon Says         | Receptive Language                | Optional | No       | 10      | Ability to follow oral directions   |
| Art Show           | Expressive Language               | No       | Yes      | 10      | Ability to produce oral vocabulary and verb phrases at appropriate level of development   |
| Say What You Hear  | Receptive and Expressive Language | Optional | No       | 10      | Ability to repeat specific morphological and syntactical features<br><br>Ability to demonstrate internalized command of grammatical constructions |
| The Human Body     | Expressive Language               | No       | Yes      | 10      | Ability to produce oral vocabulary and verb phrases at appropriate level of development   |
| Let's Tell Stories | Receptive and Expressive Language | Optional | Yes      | 2       | Ability to produce complex sentences<br><br>Ability to retell a simple narration with picture cues<br><br>Ability to be understood in English     |

**Descriptions  
found on page 2  
in the Examiner's  
Manual**

## **preLAS Subtest Descriptions**

**Simon Says:** this section tests receptive language, listening comprehension, following directions, and total physical response (TPR). This section utilizes simple directives typically encountered in early kindergarten classrooms.

**Art Show:** this section assesses expressive language and utilizes graphic stimuli to elicit labels for a number of concrete nouns. The lexical items assessed in this subtest include concrete nouns and single-word responses. This section of the test shows a student's ability to produce oral vocabulary and verb phrases at appropriate levels of development.



## *preLAS Subtest Descriptions*

**Say What You Hear:** assesses the student's receptive and expressive abilities with morphological and syntactical features and focuses on grammatical features.

**The Human Body:** this section of the test asks students to name 10 parts of the human body and focuses on lexicon commonly acquired by native-speaking children.

**Let's Tell Stories:** assesses expressive language and represents an integrative approach to language testing. Students demonstrate their ability to produce complete sentences, retell simple narration with picture cues.



**56251**

| STUDENT NAME |   |   |       |   |   |      |   |   |    |     | STUDENT NUMBER |    |     | BIRTH DATE |  |  |
|--------------|---|---|-------|---|---|------|---|---|----|-----|----------------|----|-----|------------|--|--|
| Last         |   |   | First |   |   | M.I. |   |   | MO | DAY | YEAR           | MO | DAY | YEAR       |  |  |
| A            | A | A | A     | A | A | A    | A | A | A  | A   | 0              | 0  | 0   | 0          |  |  |
| B            | B | B | B     | B | B | B    | B | B | B  | B   | 1              | 1  | 1   | 1          |  |  |
| C            | C | C | C     | C | C | C    | C | C | C  | C   | 2              | 2  | 2   | 2          |  |  |
| D            | D | D | D     | D | D | D    | D | D | D  | D   | 3              | 3  | 3   | 3          |  |  |
| E            | E | E | E     | E | E | E    | E | E | E  | E   | 4              | 4  | 4   | 4          |  |  |
| F            | F | F | F     | F | F | F    | F | F | F  | F   | 5              | 5  | 5   | 5          |  |  |
| G            | G | G | G     | G | G | G    | G | G | G  | G   | 6              | 6  | 6   | 6          |  |  |
| H            | H | H | H     | H | H | H    | H | H | H  | H   | 7              | 7  | 7   | 7          |  |  |
| I            | I | I | I     | I | I | I    | I | I | I  | I   | 8              | 8  | 8   | 8          |  |  |
| J            | J | J | J     | J | J | J    | J | J | J  | J   | 9              | 9  | 9   | 9          |  |  |
| K            | K | K | K     | K | K | K    | K | K | K  | K   | 0              | 0  | 0   | 0          |  |  |
| L            | L | L | L     | L | L | L    | L | L | L  | L   | 1              | 1  | 1   | 1          |  |  |
| M            | M | M | M     | M | M | M    | M | M | M  | M   | 2              | 2  | 2   | 2          |  |  |
| N            | N | N | N     | N | N | N    | N | N | N  | N   | 3              | 3  | 3   | 3          |  |  |
| O            | O | O | O     | O | O | O    | O | O | O  | O   | 4              | 4  | 4   | 4          |  |  |
| P            | P | P | P     | P | P | P    | P | P | P  | P   | 5              | 5  | 5   | 5          |  |  |
| Q            | Q | Q | Q     | Q | Q | Q    | Q | Q | Q  | Q   | 6              | 6  | 6   | 6          |  |  |
| R            | R | R | R     | R | R | R    | R | R | R  | R   | 7              | 7  | 7   | 7          |  |  |
| S            | S | S | S     | S | S | S    | S | S | S  | S   | 8              | 8  | 8   | 8          |  |  |
| T            | T | T | T     | T | T | T    | T | T | T  | T   | 9              | 9  | 9   | 9          |  |  |
| U            | U | U | U     | U | U | U    | U | U | U  | U   | 0              | 0  | 0   | 0          |  |  |
| V            | V | V | V     | V | V | V    | V | V | V  | V   | 1              | 1  | 1   | 1          |  |  |
| W            | W | W | W     | W | W | W    | W | W | W  | W   | 2              | 2  | 2   | 2          |  |  |
| X            | X | X | X     | X | X | X    | X | X | X  | X   | 3              | 3  | 3   | 3          |  |  |
| Y            | Y | Y | Y     | Y | Y | Y    | Y | Y | Y  | Y   | 4              | 4  | 4   | 4          |  |  |
| Z            | Z | Z | Z     | Z | Z | Z    | Z | Z | Z  | Z   | 5              | 5  | 5   | 5          |  |  |

| HOME LANGUAGE                            |    |     | TEST DATE |    |     |      |
|--|----|-----|-----------|----|-----|------|
| <input type="radio"/> Arabic             | MO | DAY | YEAR      | MO | DAY | YEAR |
| <input type="radio"/> English            | 0  | 0   | 0         | 0  | 0   | 0    |
| <input type="radio"/> Japanese           | 1  | 1   | 1         | 1  | 1   | 1    |
| <input type="radio"/> Lao/Hmong          | 2  | 2   | 2         | 2  | 2   | 2    |
| <input type="radio"/> Mandarin/Cantonese | 3  | 3   | 3         | 3  | 3   | 3    |
| <input type="radio"/> Native American    | 4  | 4   | 4         | 4  | 4   | 4    |
| <input type="radio"/> Spanish            | 5  | 5   | 5         | 5  | 5   | 5    |
| <input type="radio"/> Tagalog/Ilocano    | 6  | 6   | 6         | 6  | 6   | 6    |
| <input type="radio"/> Vietnamese         | 7  | 7   | 7         | 7  | 7   | 7    |
| <input type="radio"/> Other (specify)    | 8  | 8   | 8         | 8  | 8   | 8    |

| FOR HAND-SCORING ONLY:             |                  |
|------------------------------------|------------------|
| <b>Oral Language</b>               | <b># correct</b> |
| Simon Says                         | × 2 = _____      |
| Art Show                           | × 1 = _____      |
| Say What                           | × 2 = _____      |
| Human Body                         | × 1 = _____      |
| Story #1 score                     | × 4 = _____      |
| Story #2 score                     | × 4 = _____      |
| <b>Oral Language Total = Level</b> | _____ = _____    |
| <b>Pre-Literacy Total = Level</b>  | _____ = _____    |

| CUT-OFF LEVELS AND INTERPRETATION OF SCORES |                                  |                   |                                     |
|---|----------------------------------|-------------------|-------------------------------------|
| Total Score (4-year-olds)                   | Total Score (5- and 6-year-olds) | Proficiency Level | Interpretation of Numerical Levels* |
| 0-56  | 0-61                             | 1                 | NES                                 |
| 57-66                                       | 62-71                            | 2                 | LES                                 |
| 67-76                                       | 72-81                            | 3                 | LES                                 |
| 77-86                                       | 82-91                            | 4                 | FES                                 |
| 87-100                                      | 92-100                           | 5                 | FES                                 |
| Pre-Literacy Component (5- and 6-year-olds) |                                  |                   |                                     |
| N/A   | 0-59                             | 1                 | Low                                 |
| N/A   | 60-79                            | 2                 | Mid-level                           |
| N/A   | 80-100                           | 3                 | High                                |

| PROGRAM  |   |
|--|---|
| <input type="radio"/> Bilingual                    | Grade<br>Pre-K 4 5 6<br>K 7 8<br>1 9 10 |
| <input type="radio"/> English Language Development |   |
| <input type="radio"/> ESL                          |   |
| <input type="radio"/> Mainstream                   |   |
| <input type="radio"/> Two-Way                      | Age<br>4 5 6<br>7 8<br>9 10             |
| <input type="radio"/> Other (specify)              |   |

| School Code | Teacher Code |
|-------------|--------------|
| 0           | 0            |
| 1           | 1            |
| 2           | 2            |
| 3           | 3            |
| 4           | 4            |
| 5           | 5            |
| 6           | 6            |
| 7           | 7            |
| 8           | 8            |
| 9           | 9            |

Answer Sheet—English Form C

**preLAS<sup>®</sup> 2000**  
Sharon E. Duncan, Ph.D., Edward A. De Avila, Ph.D.



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\*NES = Non-English Speaker; LES = Limited English Speaker;

65469

## Oral Language Component Form C

Test Examiner: Fill in the circles for correct responses.

**SAY** We're going to play a game called Simon Says. Simon is someone who tells us what to do. You do exactly what Simon says.

→ Give the first practice prompt or start the audio cassette at Part 1. **Simon Says** and the item prompts are on the tape.


An item is correct if the student follows the instructions given in the prompts, as follows:

**Practice 1** Simon says look up.

**Practice 2** Simon says look down.

- 1. Simon says touch your ear.
- 2. Simon says point to the door.
- 3. Simon says lift one foot.

**Part 2 Art Show**



→ Open the Cue Picture Book to Part 2. Point to each item, beginning with the first practice item.

**SAY** What is this? for each item.

Starting with item 5, after eliciting the label,

**SAY** What can you do with it?

Correct responses are shown below.


**Practice 1** Cat, kitty

**Practice 2** Dog, doggie, puppy

- 1. Apple
- 2. Frog, toad
- 3. Pig, hog, piggy

*If there is no response to any of the*

**Part 3 Say What You Hear**



**SAY** Listen to the tape, then say what you hear.

→ Start the audio cassette at Part 3 Say What You Hear

The response is correct if the underlined structures are repeated exactly as shown below. See the Examiner's Manual (page 18) for examples of correct and incorrect responses.


**Practice 1** Good morning.

**Practice 2** I'm hungry.

- 1. Don't forget your coat.
- 2. He has three cars.
- 3. Who has Jane's pencil?

*If there is no response to any of the*

**Part 4 The Human Body**



→ Open the Cue Picture Book to Part 4

**SAY** I'll point to a part of the body. You tell me what's called.

→ Point to each item and wait for the student's response.

The correct responses are shown below.

**Practice 1** Eye

**Practice 2** Ear

- 1. Nose
- 2. Throat, neck
- 3. Hair

*If there is no response to any of the items above, move on to Part 5.*



# Test Administration



[Student Testing](#)

## preLAS 2000 Components

| Component          | Content Tested                    | Audio    | Cue Book | # Items | Skills Tested   |
|--------------------|-----------------------------------|----------|----------|---------|---|
| Simon Says         | Receptive Language                | Optional | No       | 10      | Ability to follow oral directions   |
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**Descriptions found on page 2 in the Examiner's Manual**

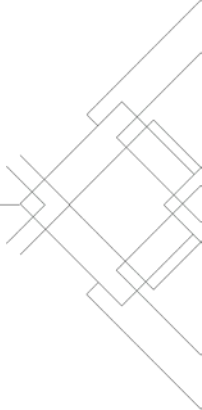


Table 2  
Description of Scoring Levels for Let's Tell Stories

| Score | Characteristics of the Story Response  |
|-------|--|
| 0     | <ul style="list-style-type: none"> <li>No response.</li> <li>No response in English.</li> <li>Entire response is in a language other than English.</li> </ul>  |
| 1     | <ul style="list-style-type: none"> <li>Response may be only one word in English.</li> <li>Response may be only isolated words, phrases, or verbal expressions such as "Good morning" or "How are you?"</li> <li>Response has no sentence structure.</li> <li>Response may include some non-English words.</li> </ul>   |
| 2     | <ul style="list-style-type: none"> <li>Response contains at least one sentence.</li> <li>Response is in phrases or simple sentences (with a subject and a predicate) that are difficult to associate with a story line.</li> <li>Response is often full of repetitions and unconnected ideas.</li> <li>Response may include some non-English words.</li> </ul>   |
| 3     | <ul style="list-style-type: none"> <li>Response contains a recognizable story line or string of connected thoughts, although detail may be minimal.</li> <li>Response, no matter how skillfully constructed or complete in detail, contains errors in grammar, syntax, vocabulary, or usage not likely to be made by proficient speakers of Standard American English. (See endnote 2.)</li> <li>Sentences are longer and more coherent than Score 2 responses.</li> <li>Response may contain many hesitations.</li> <li>Response may include some non-English words.</li> </ul>             |
| 4     | <ul style="list-style-type: none"> <li>Response is a recognizable version of a story in coherent, fluent sentences.</li> <li>Sentence construction is usually simple, often a list of events told in plain vocabulary.</li> <li>Response may include hesitations or digressions that do not impede the narrative.</li> <li>Errors made are typical among proficient speakers of Standard American English and do not detract from basic fluency.</li> <li>Clauses are often joined by "and," "then," or "and then."</li> <li>Response may include an occasional non-English word.</li> </ul> |
| 5     | <ul style="list-style-type: none"> <li>Response is fluent, articulate, and elaborated with detailed sequence, vivid vocabulary, and complex constructions.</li> <li>Response includes a variety of adverbs and transitional signals ("First," "So then," "and after that," "because," "Finally," etc.).</li> <li>Response may contain one or two minor errors commonly heard in speech of articulate, proficient speakers of Standard American English.</li> <li>Response may include an occasional non-English word.</li> </ul>   |

**0** = NR, I don't know, Response in another language

**1** = Isolated words, fragments, no sentence structure

**2** = at least one sentence appears, phrases, fragments, no story line

**3** = story line, with errors in syntax, grammar, etc...

**4** = recognizable version of a story in coherent fluent sentences, simple word choice



**5** = fluent, elaborate, detailed

## Scoring *preLAS*

- Parts 1-4 are scored using a number correct recorded the bottom of each subtest
- Part 5 is scored using the rubric found on page 26 of the Examiner's Manual
- Scores are tabulated on the front of the student answer sheet
- Proficiency Level and Total Score reporting



# preLAS Scoring

| FOR HAND-SCORING ONLY:  |                                  | Examiner _____   |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
|---|----------------------------------|--|-------------------------------------|---------------------------|----------------------------------|-------------------|-------------------------------------|--------------------------------|--|--|--|------|------|---|-----|-------|-------|---|-----|-------|-------|---|-----|-------|-------|---|-----|--------|--------|---|-----|--|--|--|--|-----|------|---|-----|-----|-------|---|-----------|-----|--------|---|------|
| <i>Oral Language</i>  | <i># correct</i>                 | Teacher _____  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Simon Says  | _____ × 2 = _____                | School _____   |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Art Show  | _____ × 1 = _____                | District _____   |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Say What  | _____ × 2 = _____                |  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Human Body  | _____ × 1 = _____                |  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Story #1 score  | _____ × 4 = _____                |  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Story #2 score  | _____ × 4 = _____                |  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Oral Language Total = Level   | _____ = <input type="text"/>     |  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Pre-Literacy Total = Level  | _____ = <input type="text"/>     |  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| <b>Answer Sheet—English Form C</b>  |                                  | <b>CUT-OFF LEVELS AND INTERPRETATION OF SCORES</b>   |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| Certified for use with LASscore™ scoring software   |                                  | <table border="1"> <thead> <tr> <th>Total Score (4-year-olds)</th> <th>Total Score (5- and 6-year-olds)</th> <th>Proficiency Level</th> <th>Interpretation of Numerical Levels*</th> </tr> </thead> <tbody> <tr> <td colspan="4" style="text-align:center"><i>Oral Language Component</i></td> </tr> <tr> <td>0-56</td> <td>0-61</td> <td>1</td> <td>NES</td> </tr> <tr> <td>57-66</td> <td>62-71</td> <td>2</td> <td>LES</td> </tr> <tr> <td>67-76</td> <td>72-81</td> <td>3</td> <td>LES</td> </tr> <tr> <td>77-86</td> <td>82-91</td> <td>4</td> <td>FES</td> </tr> <tr> <td>87-100</td> <td>92-100</td> <td>5</td> <td>FES</td> </tr> <tr> <td colspan="4" style="text-align:center"><i>Pre-Literacy Component (5- and 6-year-olds)</i></td> </tr> <tr> <td>N/A</td> <td>0-59</td> <td>1</td> <td>Low</td> </tr> <tr> <td>N/A</td> <td>60-79</td> <td>2</td> <td>Mid-level</td> </tr> <tr> <td>N/A</td> <td>80-100</td> <td>3</td> <td>High</td> </tr> </tbody> </table> |                                     | Total Score (4-year-olds) | Total Score (5- and 6-year-olds) | Proficiency Level | Interpretation of Numerical Levels* | <i>Oral Language Component</i> |  |  |  | 0-56 | 0-61 | 1 | NES | 57-66 | 62-71 | 2 | LES | 67-76 | 72-81 | 3 | LES | 77-86 | 82-91 | 4 | FES | 87-100 | 92-100 | 5 | FES | <i>Pre-Literacy Component (5- and 6-year-olds)</i> |  |  |  | N/A | 0-59 | 1 | Low | N/A | 60-79 | 2 | Mid-level | N/A | 80-100 | 3 | High |
| Total Score (4-year-olds)   | Total Score (5- and 6-year-olds) | Proficiency Level  | Interpretation of Numerical Levels* |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| <i>Oral Language Component</i>  |                                  |  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| 0-56  | 0-61                             | 1  | NES                                 |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| 57-66   | 62-71                            | 2  | LES                                 |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| 67-76   | 72-81                            | 3  | LES                                 |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| 77-86   | 82-91                            | 4  | FES                                 |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| 87-100  | 92-100                           | 5  | FES                                 |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| <i>Pre-Literacy Component (5- and 6-year-olds)</i>  |                                  |  |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| N/A   | 0-59                             | 1  | Low                                 |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| N/A   | 60-79                            | 2  | Mid-level                           |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| N/A   | 80-100                           | 3  | High                                |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
| <br>Sharon E. Duncan, Ph.D., Edward A. De Avila, Ph.D.   |                                  | *NES = Non-English Speaker; LES = Limited English Speaker; FES = Fluent English Speaker.   |                                     |                           |                                  |                   |                                     |                                |  |  |  |      |      |   |     |       |       |   |     |       |       |   |     |       |       |   |     |        |        |   |     |  |  |  |  |     |      |   |     |     |       |   |           |     |        |   |      |
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## Pre-Literacy Component

- Pre-literacy skills are assessed with a fun board game that is designed to capture receptive and expressive language skills in action.
- As the teacher helps the student move around the board, these skills are assessed:
  - Upper and lowercase letter recognition
  - Number recognition and concepts
  - Color recognition
  - Shapes and spatial relationships
  - Reading two- and three-letter sight words
  - Writing name, age, and two- and three-letter sight words.

**Thank you!**

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