# PPVT PALS

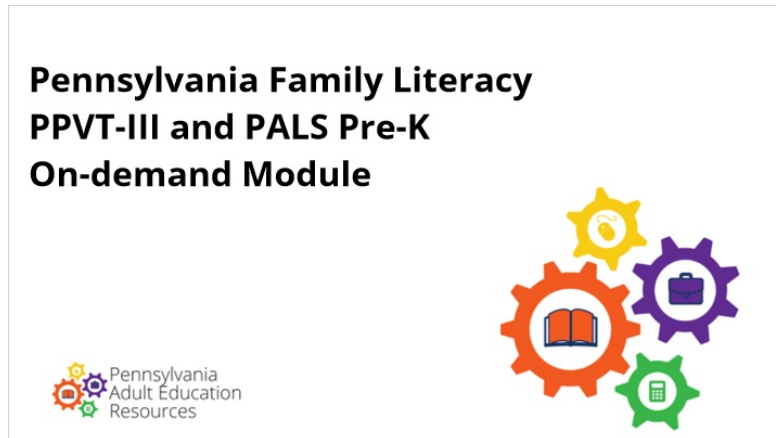## *Welcome*



**Notes:**

Welcome to the PALS Pre-K and PPVT-III on-demand module. This module will provide information on data collection and administration of these assessments.

## *Preparing for the module*



**Notes:**

To prepare for this on-demand module, it is expected that you have viewed the video and read the manual for both the PALS Pre-K and the PPVT-III. This is not a training on how to implement the two instruments. Rather, this module will explain

the state requirements for each assessment and will highlight some key points about conducting the assessments, collecting the data, and addressing issues that may arise when conducting the assessments.

## *Data collection*



**Notes:**

Which children are data collected on?

This applies to both the PALS Pre-K and PPVT-III.

Children who should be assessed on these two instruments are children who are beginning the year prior to entering kindergarten. Most of these children will be four years old in the fall or just turning four. However, if a child turns four and is not entering kindergarten, for whatever reason, do not assess the child. You need to wait until the child is entering the year before kindergarten. Please note that on the intake form, the child must be listed as Pre-K Year Before Kindergarten to be counted in the analysis for the standards. The data analysis person separates the children who are Year Before Kindergarten from other children so that only the children marked are counted in the analysis. If a child is not marked as Pre-K Year Before Kindergarten, then he will not be included in the analysis for the PPVT-III and PALS Pre-K.

Finally, do not assess children who are not English language proficient. If you begin to work with a child and ask him questions, and he understands the instructions, you need to assess the child. If the child appears to be confused and does not

understand what you are doing or talking about, wait about a month and try to assess him again. The expectation is that after participating in your program for a month, the child will have enough language to complete the assessment.

## *Data collection*



**Notes:**

When should you begin collecting data?

The answer to this is simple - as soon as possible.

You do not have to wait until the family is officially enrolled to assess the child. Basically, conduct the assessment as soon as you think the child is comfortable. You want as much time between the first assessment and the second assessment of the PPVT-III, so the sooner the child is assessed the better.

## *Data collection*



**Data collection**

- All spring data must be collected <u>between April 1 and June 30.</u>
- Carefully check the child's birth date and test date when collecting data.

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**Notes:**

When collecting the data, there are two key points. First, all spring data must be collected between April 1 and June 30. This is done so that there is consistency in when the spring data is collected. When all data is collected in this time frame, we are more able to demonstrate the impact of the early childhood program.

Also, when collecting the data, double-check that you have the child's birth date and test date marked correctly on the data collection form. If the birth date or data collection date is wrong, that will skew or change your data so it is not correct.

## *Data collection*



**Data collection – Requirements differ**

**PPVT-III**
- Both a pre- and a posttest on all children.
- Six months between these two administrations.
- Posttest must be after April 1 and before June 30.

**PALS Pre-K**
- Only required to collect a spring assessment.
- Best practice to administer both a fall and spring test.
- Fall assessment provides the teacher with:
  - Where the child begins school year.
  - What skills need to be worked on to be ready to attend kindergarten.

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**Notes:**

What data do you have to collect?

The requirements for the PPVT-III and PALS Pre-K are slightly different.

For the PPVT-III, it is required that the program have both a pre- and a posttest on all children who are entering the year prior to beginning kindergarten. Ideally, there should be six months between these two administrations. Again, the posttest must be after April 1 and before June 30.

For the PALS Pre-K, the program is only required to collect a spring assessment. However, it is best practice to administer both a fall and spring test. Collecting a fall assessment provides the early childhood teacher with important information on where the child begins his school year and what skills he needs to work on throughout the year to be ready to attend kindergarten in the fall. The spring assessment only tells you how prepared the child is for kindergarten, but there is little the teacher can do if the child does not meet the benchmarks or the family literacy standards on the spring assessment.

If you collect data when the child enters the program, you will get a picture of what language and literacy skills the child has and target these skills in the curriculum throughout the year. For example, if a child has difficulty with the rhyming section of the PALS Pre-K assessment, the teacher knows to focus attention on rhyming throughout the year, so by the time the child is administered the required spring PALS Pre-K, he is able to meet the benchmark. The importance of administering both a fall and spring PALS Pre-K cannot be emphasized enough.

## Submitting data



**Notes:**

Where do I submit the data?

As with all of the other data the family literacy program collects, the PPVT-III and PALS Pre-K data should be entered into the e-Data v2 system using the state reporting form.

The one-page state reporting form contains space for both instruments. A copy of the form can be found by clicking on the Resources tab above.

## State Reporting Form



**Notes:**

PPVT-III and PALS Pre-K Online Module
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As you can see, all of the usual information is collected on the child and entered at the top of the form. The first half of the form is the information for the PALS Pre-K. There is space for each subtask of the PALS Pre-K, and it indicates what each subtask is worth.

At the bottom is the information for the PPVT-III. We only need two pieces of information for the PPVT-III: the raw score and the date the teacher administered the instrument.

### *PALS Pre-K*
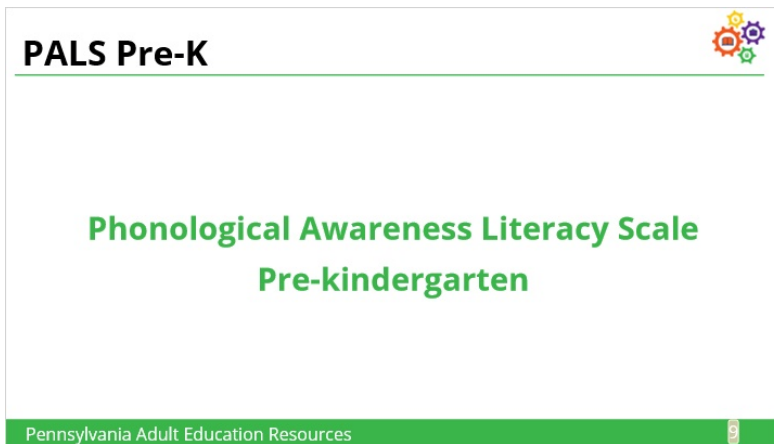


**Notes:**

Let's move on to the basics of each of the instruments beginning with the PALS Pre-K.

## Test administration



**Test administration**

- You MUST watch the video and read the manual prior to administering the instrument.
- The video is explicit about how to administer the instrument and provides guidance about issues that may arise.

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**Notes:**

First and foremost, watch the video. To correctly assess children using the PALS Pre-K, you must watch the video and read the instruction manual prior to administering the instrument. The video is very straightforward, providing excellent examples about what to do and how to handle any issues that may arise.


## Test administration



**Test administration**

- <u>All</u> six sections of the PALS Pre-K must be administered.
  - All sections are valuable for children's language and literacy development.
- For the standards, children are expected to meet or exceed the developmental scores on four (4) of the six (6) tasks.
- One of the four tasks <u>must</u> be the Alphabet Knowledge task.

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**Notes:**

What do I administer for the PALS Pre-K?

The PALS Pre-K is made up of six sections: name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and

nursery rhyme awareness. Each section measures a different aspect of language and literacy development. By assessing all subtasks, you get a better picture of how the child is doing. All six sections must be administered and entered into the e-Data v2 system. When the state standards are calculated, however, children are expected to meet or exceed the developmental range on only four of the six tasks. The lower-case and letter sounds subtasks will not be included in the calculation of the standard. However, they should be administered based on the scoring criteria in the PALS Pre-K manual. The developmental scores are outlined in the standards and in the PALS Pre-K manual on page 34.

Please note that of the four tasks recognized for the standards, one must be the Alphabet Knowledge task.

## *Alphabet Knowledge Task*



**Alphabet Knowledge Task**

• The lowercase and letter sounds subtasks will <u>not</u> be included in the calculation of the standard, but it is recommended that they be administered based on the criteria in the PALS Pre-K manual.

    • Alphabet Recognition
        • Go to lowercase if 16 or more uppercase correct.
        • Go to letter sounds if nine or more lowercase correct.

• Complete all sections within a two-week period.
    • The date you administer the instrument is the first date you began the test.

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**Notes:**

Let's talk in more detail about the alphabet knowledge task.
If you examine the alphabet knowledge task, you will notice that the task is divided into three parts: A) Upper-Case Alphabet Recognition, B) Lower-Case Alphabet Recognition, and C) Letter sounds. Lower-Case Alphabet Recognition and Letter sounds will not be included in the calculation of the standard because not all children will be administered these tasks. For example, to go on to the lowercase task, the child must identify 16 or more uppercase letters. If the child does go on to the lowercase task, in order to move on to letter sounds, he must get 9 or more lowercase letters correct. So, if a child does not identify enough uppercase letters, he will not move on to the lowercase task. However, it is highly recommended that if a child does qualify for the lowercase task and/or the letter sounds, that you do

administer these parts because it will help you to individualize your curriculum for the children in your program.

Finally, when administering the tests, you must complete all of the sections within a two-week period. Count the date that you first assessed the child as the beginning of the two-week period. Enter this date into e-Data v2 along with the scores for all six subtasks.

## *PALS Pre-K: Key Points*



## PALS Pre-K: Key Points

- READ the entire manual for specific details about how to administer each subtask of the PALS Pre-K.
  - For example:
    - Order of task administration.
    - Pronunciation guide for letter sounds.
    - Correct answers.
    - Scoring.
- Read through the FAQs for each area.

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**Notes:**

There are several rules and key points that are important to remember as you administer the PALS Pre-K.

First, it is very important to read the entire manual for specific details on how to administer each subtask. There is no substitute for reading the entire manual to gain the specific details about how to administer the assessment.

Here are some additional important points:

- DO NOT administer beginning sound awareness before or after rhyme awareness. Each subtask has to do with word sounds, and you don't want to confuse the child.

- Remember to follow the pronunciation guidelines outlined in the manual. For example, you use a hard C as in cat, rather than a soft C as in city.

- It is important to understand what is considered a correct answer and what is not.

- Although scoring is very straightforward - either the child identified the letter R, or

he did not - it is important to understand how to score each subtask.

Some helpful FAQs, created by the assessment developers, are included under the Resources tab above.

## PPVT-III



**Notes:**

Now, let's examine the PPVT-III.

## Preparing for the module



**Notes:**

First and foremost, watch the video. To correctly assess children using the PPVT-III,

you must watch the video and read the instruction manual prior to administering the instrument. The video provides very detailed information about exactly how to administer the instrument. This is a standardized assessment, so it is crucial that you explicitly follow the directions about how to present each question to the child.

## PPVT-III: Key points

**PPVT-III: Key points**

- A set is a group of 12 words.
- Only use the prompts outlined in the manual.
- Follow the protocol about testing young children:
  - Do not coach.
  - Do not give clues as to which answer is correct.
  - Do not substitute a synonym.
  - Do not precede stimulus words with an article (a, an, the).
  - Do not convert words from singular to plural or the reverse.

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**Notes:**

The PPVT-III is made up of sets of words. Each set contains a group of 12 words. As you test the child, you work your way through each set of words.

Because this is a standardized instrument, you must only use the prompts outlined in the manual. This is very important so that it is consistent for each child and between family literacy programs.

It is critical to follow the protocol outlined in the manual for testing young children.

For example:

No coaching.

Do not offer clues.

Do not substitute a synonym for the word you are looking for.

Do not precede the questions with an article.

Do not convert singular to plural or the reverse.

## Determining Basal and Ceiling Set

**PPVT-III: Key points**
- Determining basal set:
  - Lowest set with one or no errors.
  - Automatic basal set.
  - Scoring by chance.
- Determining ceiling set:
  - Eight or more errors in a set.

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**Notes:**

To begin to administer the PPVT-III, you must determine the basal set, or which group of words to begin with.  Since you are testing four-year-old children, your choices are Set 1 or Set 2. You would probably begin with Set 2 because the words in this set are appropriate for four-year-old children. Use this set as the basal set as long as there are one or no errors. An error occurs if a child misidentifies a word item. If a child misses more than one, try Set 1 as your basal set. If the child receives eight or more errors on Set 1, stop giving the test. This amount of errors indicates that the child is scoring by chance. Re-administer the test later. Try in a month or so to see if the child has fewer errors.

Once you have determined the basal set, continue administering the test by going through each set. You will determine a ceiling set when a child scores eight or more errors in a set. You must complete an entire set, or give all 12 words, even if a child misses the first eight words.

*Determining Ceiling Item*



**Notes:**

To enter your data into e-Data v2 system, there are a couple of pieces of information you need to obtain after you have finished administering the PPVT-III. These pieces of information are key to the actual analysis of the data. First, you need to figure out the ceiling item. After you have figured out the ceiling set, the set where the child scored eight or more errors, you can determine the ceiling item. This is the last item in the set. For example, if your ceiling set is 2, then your ceiling item is 24.

*The PPVT Scoring Sheet*



**Notes:**

This is the second page of the PPVT-III scoring sheet. On the right side of this page are the first two word sets that can be administered to the child. You can see that

Set 2 covers the age range of four-year-olds. This is usually where you will start. If the child makes eight errors in this set, then the ceiling item is 24. This is the last item in the set.

## *Calculating Raw Score*



## **PPVT-III: Key points**

- Calculating raw score:
    - Subtract the total errors (all the errors the child made in each set) from the ceiling item.
- Example:
    - Set 2: three items missed.
    - Set 3: five items missed.
    - Set 4: eight items missed.

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**Notes:**

Once you have determined the ceiling item, you need to figure out the raw score, which is what is actually entered into e-Data v2 system. To do this, you need to add together all of the errors the child made throughout the test and subtract this total from the ceiling item. Let's look over the instrument and practice. Let's say the child has made errors in Sets 2, 3, and 4. In Set 2, the child missed three items. In Set 3 he missed five items. And in Set 4, he missed eight items.

## *Calculating the Raw Score*



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**Notes:**

Again, let's look at the instrument. In the bottom middle is a box for calculating the raw score. As you recall, the raw score is the information you enter into e-Data v2. Let's put in our errors.  In Set 2, the child missed three items.

## *Calculating the Raw Score*
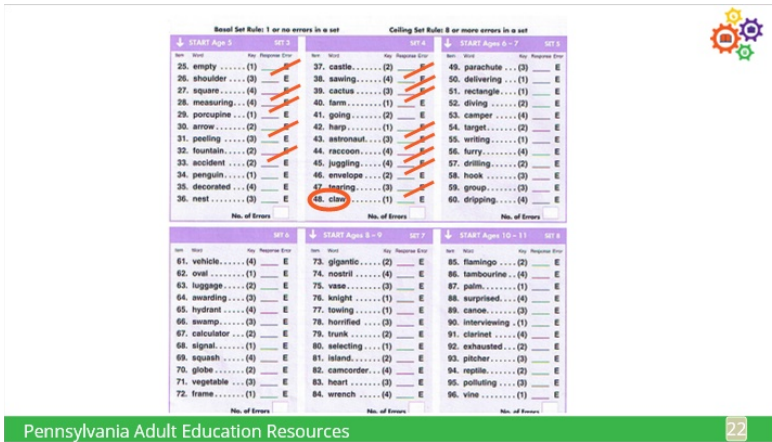
**Notes:**

On Set 3, enter the five items the child missed, and in Set 4, enter the eight items the child missed. Because the child missed eight items in Set 4, that is final set that you will administer. Set 4 is the ceiling set. To figure out the raw score, we need to determine the total number of items missed and the ceiling item. In this case, the ceiling is 48 because it is the last item number in Set 4.

### *Calculating raw score*

**Calculating raw score**

Set 2: 3 items missed
Set 3: 5 items missed
Set 4: 8 items missed
        16 items missed

What is the ceiling item?  48

What is the raw score?  32    (48 – 16 = 32)

**Notes:**

When we add the items across the three sets, there are 16 total items missed. So to get the raw score, we also need to use the ceiling item - the last item in Set 4, which is 48. To calculate the raw score, we subtract the number of items missed, 16, from the ceiling item, 48, for a raw score of 32.

### *Interpreting the PALS Pre-K*

**Interpreting the PALS Pre-K**

Fall administration is not mandatory but highly recommended.

Spring administration is required.

• Use the fall scores to inform curriculum development and instruction.

• Use the range of scores for the spring assessment to gauge if a child is following typical development (see the Teacher's Manual).

**Notes:**

Once you have completed the PPVT-III and the PALS Pre-K, you may want to interpret the data. Although you are only required to administer the spring assessment for the PALS Pre-K, it is highly recommended that you also administer the instrument in the fall. Why? Because the fall scores will help you to individualize your curriculum to the needs of the children in your program. The fall scores will

help you to meet the benchmarks and family literacy standards in the spring because you will be able to modify your curriculum to target trouble areas. In addition, the scores in the spring will help you gauge if a child is following typical development and is ready for kindergarten.

## *Interpreting the PPVT-III*

### Interpreting the PPVT-III

CAUTION:

• The raw score or the highest set is NOT to be used to determine the child's vocabulary skill level.

• The raw score is used in statistical analysis to determine a standard score. The standard score gives an indication of the child's progress.

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**Notes:**

Interpreting the PPVT-III is more complicated, so be cautious. First, the raw score or the highest set is not to be used to determine a child's vocabulary skill level. Second, only the standard score can truly be an indication of a child's progress. In the statistical analysis, the raw score is converted to the standard score. This really should be done by someone who understands statistical analysis.

## PPVT-III Standards



**PPVT-III Standards**

| Learning Gains | Age-Appropriate Oral Language Skills |
|---|---|
| ✓ Standard score. | ✓ Standard Score > 84. |
| ✓ Increase of four or more points. | ✓ Spring PPVT-III. |
| ✓ Pretest to posttest. | |

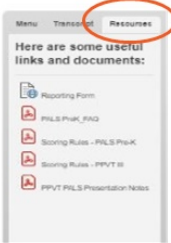Pennsylvania Adult Education Resources    26

**Notes:**

There are actually two standards associated with the PPVT-III. One is about learning gains, and the other is for determining if the child has age-appropriate oral language skills. The learning gains are determined if the child has an increase of four or more points in the standard score from pre-test to post-test. To determine if the child has age-appropriate oral language skills, the child must have a standard score of 84 or higher on the spring PPVT-III.

## Additional information



**Additional information**

- Summary Scoring Rules Sheets
  - Use the scoring rules as a reminder of key points between testing.
  - The sheets are not to be used instead of viewing the videotapes and reading the manuals.

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**Notes:**

Under the Resources tab above, you will find Summary Scoring Rules Sheets for both the PALS Pre-K and PPVT-III. These documents summarize the assessment manuals for each instrument. The documents should not be used in place of

viewing the videotape and reading the manual; rather, they are to be used when you are doing the second test administration and need a quick review of what you should and should not do.

## *Technical Assistance*



### Technical Assistance

Please contact your agency's Lead Consultant.

**Notes:**

Thank you for viewing this module. If you require additional technical assistance regarding the administration of either the PALS Pre-K or PPVT-III, please contact your agency's lead consultant.
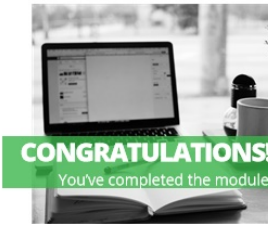
## *End*



### Congratulations

You have successfully completed this module.

- Save any resources located under the Resources Tab

- Click Exit to close the module

Exit

**CONGRATULATIONS!**
You've completed the module.

**Notes:**

Congratulations! You have completed this module. Be sure to download any resources you want to save by clicking on the Resources Tab. Click on the exit button below to close the module.