

NEBRASKA PRESCHOOL ASSESSMENT TOOL



HOW TO USE THE ASSESSMENT AND UTILIZE THE RESULTS

PLANTING SEEDS...CONFERENCE, APRIL 2019

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What is the NePAT?

Nebraska P
reschool A
ssessment T
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- ▶ Quick, easy-to-use assessment for migrant preschoolers
 - ▶ Leveled for 3, 4, and 5 year old students
 - ▶ Designed for short-term and/or home-based instruction (federally funded Pre-K programs take the GOLD Assessment)
 - ▶ Includes Math/Problem Solving and Language/Literacy sections
 - ▶ Materials include Assessment Toolkit and Student Score Sheet
 - ▶ Used as a pre and post-test
 - ▶ Rubric shows four levels of mastery
 - ▶ Combination of several research-based assessments and streamlined for migrant students

Why do we need a
preschool
assessment?

CONCERN STATEMENT-

- ▶ 1-3: We are concerned that migrant children in short term (i.e., summer) and non-school programs are not receiving needs-based school readiness services due to a lack of a quick, available assessment.



2014-15 Comprehensive Needs Assessment

Need Indicator

- ▶ Only 52% of migrant children attending migrant-funded preschools scored proficient on school readiness assessments which was 38% short of the target goal.



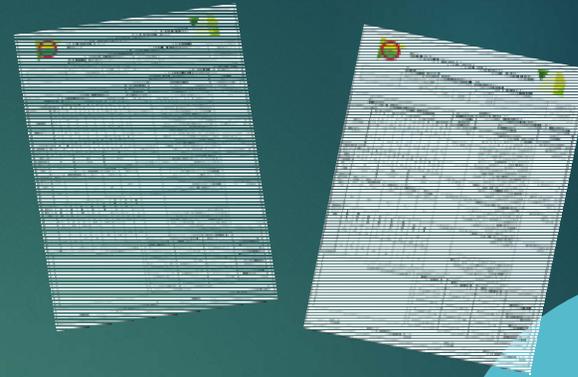
Prioritized Solution

Measure growth by using a standard assessment.



A closer look at the NePAT

NePAT Overview



Math/Problem Solving

- ▶ Recognizing and naming numbers
- ▶ Counting
- ▶ One-to-one correspondence
- ▶ Identifying shapes
- ▶ Identifying colors

▶ Total 63 points

Language/Literacy

- ▶ Letter recognition
- ▶ Name recognition
- ▶ Vocabulary

▶ Total 83 points

Administration Tips

01

Have testing materials prepared

02

Limit distractions

03

Sit next to the student

04

Mark after each answer (incorrect or correct)

05

Avoid sharing progress with the student

Understanding the Testing Format

The **bold** text is your script. The *italicized* text gives you further instructions

SECTION 1: MATH/PROBLEM SOLVING

SKILL	PROMPT	TESTING TOOL	STUDENT RESPONSES & SCORE									
A. Recognizing and naming numbers	“What is this number?” <i>Show student the cards with the numbers 2, 3, 6, 1, 9, 7, 5, 4, 8</i>	Cards A1-A9	2 2 pts	3 2 pts	6 2 pts	1 2 pts	9 2 pts	7 2 pts	5 2 pts	4 2 pts	8 2 pts	TOTAL __/18 pts
	<i>If student is unable to name a number(s) independently, say, “Point to the number ___” and repeat until all numbers have been named and/or identified.</i>	Card A10	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	

↑
What you are testing (should guide instruction)

↑
The tool that the child will need to be shown

Understanding the Testing Format

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	<i>If student is unable to name a number(s) independently, say, “Point to the number ___” and repeat until all numbers have been named and/or identified.</i>	Card A10	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	

Always start with the first prompt

If the student needs more support, move to this prompt

Mark the student's answers as you assess them

Record the total points correct

Role Play: Elbow Partners

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	<p><i>If student is unable to name a number(s) independently, say, “Point to the number ___” and repeat until all numbers have been named and/or identified.</i></p>	Card A10	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	1 pt	

Role Play: Elbow Partners

SKILL	PROMPT	TESTING TOOL	STUDENT RESPONSES & SCORE														
A. Letter Recognition	<p>“What is this letter?” <i>Point to the letter(s) a-z</i> <i>If student is unable to name a letter independently say, “Point to the letter _____” and repeat until all letters have been named/identified.</i></p>	Cards E1-E27	S	M	T	A	P	F	C	R	B	L	I	G	N	<p>TOTAL ___ /52 pts</p>	
			2	2	2	2	2	2	2	2	2	2	2	2	2		
			1	1	1	1	1	1	1	1	1	1	1	1	1		
			D	H	J	K	W	O	U	V	Y	Z	X	Q	E		
			2	2	2	2	2	2	2	2	2	2	2	2	2		
			1	1	1	1	1	1	1	1	1	1	1	1	1		

Role Play: Elbow Partners

			order 10 pts		order 5 pts			
	<p>“This is a picture of a boy. Point to the boy’s <u>hat</u>.” Repeat prompt with other clothing items: jacket/coat, shoes/boots, mittens/gloves, pants.</p>	Card F	hat	jacket or coat	shoes or boots	mittens or gloves	pants	TOTAL
			1 pt	1 pt	1 pt	1 pt	1 pt	/5 pts
	<p>“This is a picture of a couple girls. Point to the girl’s <u>shirt</u>.” Repeat prompt with other clothing items: sunglasses, dress</p>	Card G	shirt		sunglasses or glasses		dress	TOTAL
			1 pt		1 pt		1 pt	/3 pts

Scoring Guide

1. Total the number correct
2. Match the child's age
3. Determine the proficiency level

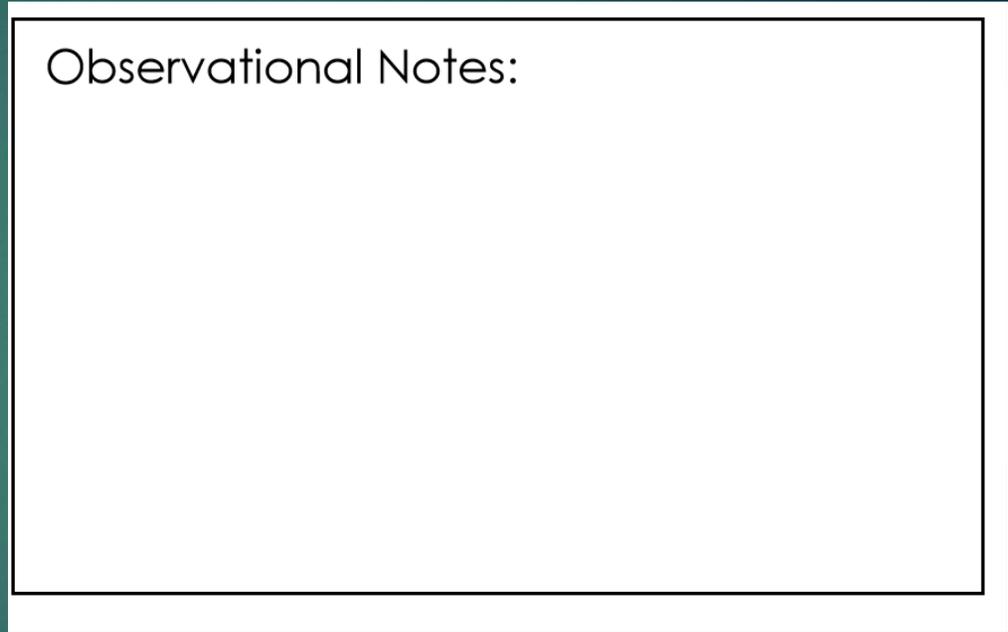
	3 year old	4 year old	5 year old
Beginning	0-15 correct	0-19 correct	0-24 correct
Progressing	15-30 correct	20-35 correct	25-40 correct
Proficient	31-45 correct	36-50 correct	41-55 correct
Advanced	46-63 correct	51-63 correct	56-63 correct

Observational Notes

This is a space for your observations during testing. You may want to record:

- Any patterns you noticed
- Skills that need extra practice
- Mastery skills
- Anything else that will inform your instruction

Observational Notes:



Frequently Asked Questions (FAQs)

- ▶ **Can students answer in their native language?**
 - ▶ If students answer in their native language, the proctor can prompt the child by saying, "You are right, but can you tell me the answer in English?" Points may only be given for answers in English.
 - ▶ We suggest writing in the comments section that the child is able to answer in their native language.
- ▶ **Can directions be given in native language?**
 - ▶ Yes, directions can be given or clarified in native language, but you may only score the answers given in English.
- ▶ **If a child cannot answer three in a row, you may stop that section.**
 - ▶ For letter identification, we suggest skipping to the letters in their name because they may be able to identify those letters, even if they miss the first few letters.

What are the results
of the NePAT?

Evaluation Results

- ▶ MPO 1.1 During the 2015-16 performance period, 60% of 3-5 year old migrant children, participating in at least 50 hours of MEP-sponsored PK instruction, will score proficient or above or show a 20% increase on a pre/post assessment measuring readiness skills on designated district assessments.

The Nebraska MEP **met MPO 1.1** with 77% of the 3-5 year old migrant children assessed scoring proficient or showing a 20% increase on school readiness assessments. A total of 130 preschool-age children had pretest and/or post-test scores, with 89% having both or proficiency scores. All five local projects providing supplemental services to preschoolers, and the state program serving migrant students, provided school readiness data.

Evaluation Results

Exhibit 25
Preschool Migrant Children's School Readiness Assessment Results

PFS Status	# Children Tested	# (%) Students with Pre/Post or Proficiency Scores	# (%) Students Gaining	# (%) Students Gaining 20% or More	# (%) Students Scoring Proficient	# (%) Gaining 20% or Scoring Proficient	MPO Met?
PFS	22	18 (82%)	18 (100%)	7 (39%)	9 (50%)	16 (89%)	Yes
Non-PFS	108	97 (90%)	81 (84%)	27 (28%)	45 (46%)	72 (74%)	Yes
All Migrant	130	115 (89%)	99 (86%)	34 (30%)	54 (47%)	88 (77%)	Yes

Local Project Pilot Results

Reading- Overall growth 122%

- ▶ Growth for 3 year olds (6 students)—67.5%
- ▶ Growth for 4 year olds (13 students)—244.6%
- ▶ Growth for 5 year olds (17 students)—47.05%

Math- Overall growth 58%

- ▶ Growth for 3 year olds (6 students)—137%
- ▶ Growth for 4 year olds (13 students)—80.46%
- ▶ Growth for 5 year olds (17 students)—34.9%

Omaha Evaluation Results 2017-18

Family Literacy Program/Summer School

Needs Assessment Data Tables							
1. School Readiness							
<i>Complete the chart below if you provided MEP-funded preschool</i>							
PRESCHOOL ASSESSMENT: <u>Ne-PAT</u>							
AREAS ASSESSED <i>list below</i>	Migrant (ALL)		Migrant (Non-PFS)		PFS Migrant		Service Priority
	# Students Tested	# Students Proficient or 20% growth	# Students Tested	# Students Proficient or 20% growth	# Students Tested	# Students Proficient or 20% growth	
LITERACY	41	40	36	35	5	5	X
MATH	42	40	37	35	5	5	
TOTALS	42	95%	37	95%	5	100%	

Tips, Tricks, and Takeaways

- ▶ Less growth for 5 year olds (two years already in the program)
- ▶ Testing Time:
 - ▶ 4-5 year olds=15 minutes
 - ▶ 3 year olds= 20-30 minutes

Omaha Project: Three Delivery Models

- ▶ Site-based Pre-K classrooms (1.5 classrooms funded by MEP)
 - ▶ Summer Program “Jumpstart”
- ▶ Home-based Family Literacy Program
- ▶ Site-based Family Literacy Program

Site-Based Pre-K Classroom

- ▶ Omaha Migrant Project funds 1.5 Pre-K classrooms because our district has a waiting list of 600 students for Pre-K, and many of our migrant students were not getting into the Pre-K classes or Headstart.
- ▶ Follow the district curriculum for Pre-K (Teaching Strategies GOLD)
- ▶ Students are assessed using the GOLD and results are sent directly to NDE.
- ▶ Our Migrant-funded Pre-K classrooms also have a waiting list, so then we move to the other two models...



Home-based Family Literacy Program

- ▶ Home Visits once per week for one hour.
- ▶ Monthly themes that align with the NePAT assessment:
 - ▶ Shapes
 - ▶ Colors
 - ▶ Numbers
 - ▶ Clothing
 - ▶ Seasons
- ▶ 1-2 books per theme
- ▶ "Homework" given to parents to practice during the week.
- ▶ Instruction delivered by bilingual service provider or teacher with interpreter/cultural broker.
- ▶ Utilize retired teachers.



Home-based Family Literacy Program



Omaha: What are things you feel your child has learned in our time together?

- ▶ In front of other people, she is scared. But at home, she is the teacher. She says, "Come here, I read to you."
- ▶ She can listen to stories longer.
- ▶ He learned too many things from you. Before he didn't know how to read or draw a picture.
- ▶ Now he thinks before he draws (instead of just scribbling), even about what color to choose. He looks at the book when he draws.
- ▶ Each day the kids improve a little bit.
- ▶ He's getting the idea of how to write words.
- ▶ She writes about her ABCs and 123s.

Omaha: What have you enjoyed about our home visits?

- ▶ You come to our house. I can't go to school because I don't have transportation.
- ▶ I like that you show parents and grandparents how to help our children learn.
- ▶ I am the grandma. When my daughter comes home I explain the techniques to her to use with the books. We can always get books, but now we learn the techniques.
- ▶ You read books to the children and taught us how to talk about the books to them.
- ▶ He needs repetition, repetition, repetition, so Grandma and Dad work with him like you show us.
- ▶ She isn't so shy. When you first come, she hid in the other room.
- ▶ You come to teach my son, but you are my teacher, too.

Omaha: What has been difficult? What can we do better next time?

- ▶ I can't stay awake because of my job schedule.
- ▶ My child gets tired easily in a short time.
- ▶ I don't know how to read, but I am trying.
- ▶ Since we cannot read the book, it's good to talk about the pictures in our language.

Site-based Family Literacy Program

- ▶ Parents come every day,
9:00-12:00
- ▶ Curriculum is National Geographic
“Welcome to our World” plus
lessons created by the teacher.
- ▶ Two interpreters
- ▶ We provide bus tickets to parents
to attend the FLP.



Hastings Project Delivery Models of NePAT

- ▶ Summer School- Center Based- PK Setting
- ▶ Home Visits



Summer School PK- Hastings

- ▶ Center-Based Summer School
 - ▶ We have two Pre-school classrooms for six weeks in June/July. We serve 30-40 Pre-school Children on average each summer during summer school.
 - ▶ The Ne PAT pre-assessment is done the first week of summer school.
 - ▶ The NePAT post assessment is done the final week.



Home Visits-Hastings

- ▶ Home Visits-
- ▶ Parent Liaisons complete home visits with those Pre-school aged children not enrolled in a Pre-school Center-Based setting.
- ▶ The NePAT pre-assessment is completed at the initial home visit.
- ▶ The Parent Liaisons complete bi-weekly home visits where they work on the different domains, focusing on those that the child was not proficient in.
- ▶ The NePAT post assessment is followed-up with at the end of the program year, prior to summer school, or when needed to help monitor progress.



Preschool Initiative Consortium

- ▶ <http://www.preschoolinitiative.org>



Questions,
Comments?