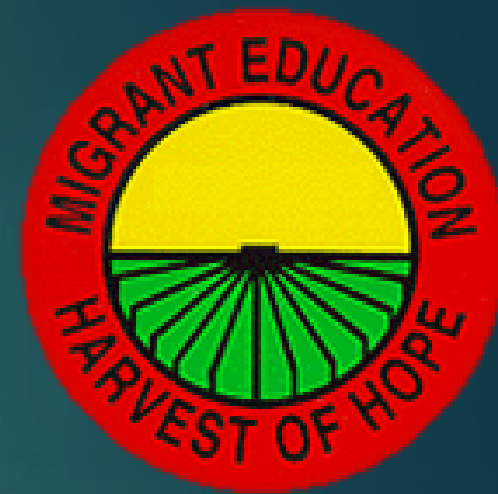


NEBRASKA PRESCHOOL ASSESSMENT TOOL


HOW TO USE THE ASSESSMENT AND UTILIZE THE RESULTS

NEBRASKA MIGRANT EDUCATION CONFERENCE

MAY 23, 2017



What is the NePAT?

- 
- ▶ 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
 - ▶ 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.



Comprehensive Needs Assessment Results

Need Indicator



Prioritized Solution

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

Measure growth by using a standard assessment.

A closer look at the NePAT

NePAT Overview

This is a sample of the NePAT Math/Problem Solving assessment form. It features a header with the Ministry of Education and Science logo and the text 'MARDOKY MOYTAQUS TARDIM ARAKASHI'. Below the header, there are sections for 'BROK & BASHQIRISH SHARHI' (Introduction and Explanation) and 'TAVRIYI' (Method). The form includes a table for recording scores for different tasks and a section for the total score. The form is titled 'MARDOKY MOYTAQUS TARDIM ARAKASHI' and 'BILIMNIY JOYI TASHKILATLARI JOYINTAN ARAKASHI'.This is a sample of the NePAT Language/Literacy assessment form. It features a header with the Ministry of Education and Science logo and the text 'MARDOKY MOYTAQUS TARDIM ARAKASHI'. Below the header, there are sections for 'BROK & BASHQIRISH SHARHI' (Introduction and Explanation) and 'TAVRIYI' (Method). The form includes a table for recording scores for different tasks and a section for the total score. The form is titled 'MARDOKY MOYTAQUS TARDIM ARAKASHI' and 'BILIMNIY JOYI TASHKILATLARI JOYINTAN ARAKASHI'.

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

06

Only ask the question or give the prompt

07

Re-direct back to the question or prompt if the child gets off task

Understanding the Testing Format

The **bold** text is your script. The *italicized* text gives your 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 lead guide instruction)

The tool that the child will need to be shown

Understanding the Testing Format

SECTION 1: MATH/PROBLEM SOLVING

SKILL	PROMPT	TESTING TOOL	STUDENT RESPONSES & SCORE									
			2	3	6	1	9	7	5	4	8	TOTAL ___ /18 pts
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 pts	2 pts	2 pts	2 pts	2 pts	2 pts	2 pts	2 pts	2 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	

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

SECTION 1: MATH/PROBLEM SOLVING

[illegible]

[illegible]

[illegible]

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

Observational Notes:

Pre-Assessment Score: _____ Date: _____ Post-Assessment Score: _____ Date: _____

[illegible][illegible]

What have been 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.

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%

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

Tips, Tricks, and Takeaways

- ▶ Less growth for 5 year olds (due to two years already in the program)
- ▶ Testing Time:
 - ▶ 4-5 year olds=15 minutes
 - ▶ 3 year olds= 20-30 minutes
- ▶ Duration between the pre and post depends on how much instruction you provide



Helpful
Tips

Questions,
Comments?