PreLAS Observational Assessment For 3-Year-Olds

The PreLAS Observational Assessment for 3-year-olds, available in English and Spanish, is designed to assist early childhood educators to monitor students' language development throughout the year as students interact with their teachers and peers during daily routines.

The PreLAS Observational Assessment allows **systematic observation, recording, and monitoring** of young children's language and early literacy skills during this important time of development.

The skills measured include students' oral language, literacy-related oral language, and early literacy.

The behaviors and skills assessed in **Oral Language** represent language associated with being able to participate in classroom routines, follow and formulate commands, ask questions, make requests, participate in conversations with teachers and other children, and use a variety of words and sentences.

The Oral Language skills measured include:

- Receptive Language: children's listening abilities (comprehension of what is heard)
- Expressive Language: children's speaking abilities (production of meaningful utterances)





The behaviors and skills assessed in **Literacy-Related Oral Language** represent language associated with being able to talk about personal events in a logical and coherent way, attend to the sounds of words, and retell the sequence of events from a fictional story. These skills occur at the transition point from oral language to early literacy.

The Literacy-Related Oral Language skills measured include:

- Children's oral language skills related to literacy, such as rhyming and storytelling

The behaviors and skills assessed in **Early Literacy** represent fundamental concepts associated with more formal literacy tasks and instruction. They demonstrate understanding that reading and writing are means of communicating and that print carries a message.

The Early Literacy skills measured include:

- Children's behavior with printed letters, words, signs, and books
- Children's understanding that events can be not only reported orally, but also represented in forms such as drawings or paintings

Tabulation of Overall Observation

Observe and record the child's performance of each target language and early literacy behavior or skill and assign a rating for each of the three observations. Next, determine the final rating for each item based on the child's most often observed performance during the observation period.

There are four scale points for rating a child's performance:	
1 = no performance	Assigned if a child responds, or only demonstrates understanding of the behavior or skill, in a language other than that of the assessment (English or Spanish).
2 = emerging performance	Includes instances when the child requires substantial assistance or guidance and/or the child's actions only minimally meet expectations for the performance of the behavior or skill.
3 = progressing performance	Includes instances in which a child requires minimal assistance or guidance and/or the child's actions fulfill many of the expectations for the performance.
4 = successful performance	Includes instances when a child fully meets the expectations for the target behavior or skill.

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