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Assessing Literacy Aquisition in Early Grades

Carola Schnitzler

Formerly at Potsdam University
Department of Teacher Education
Primary School Education German

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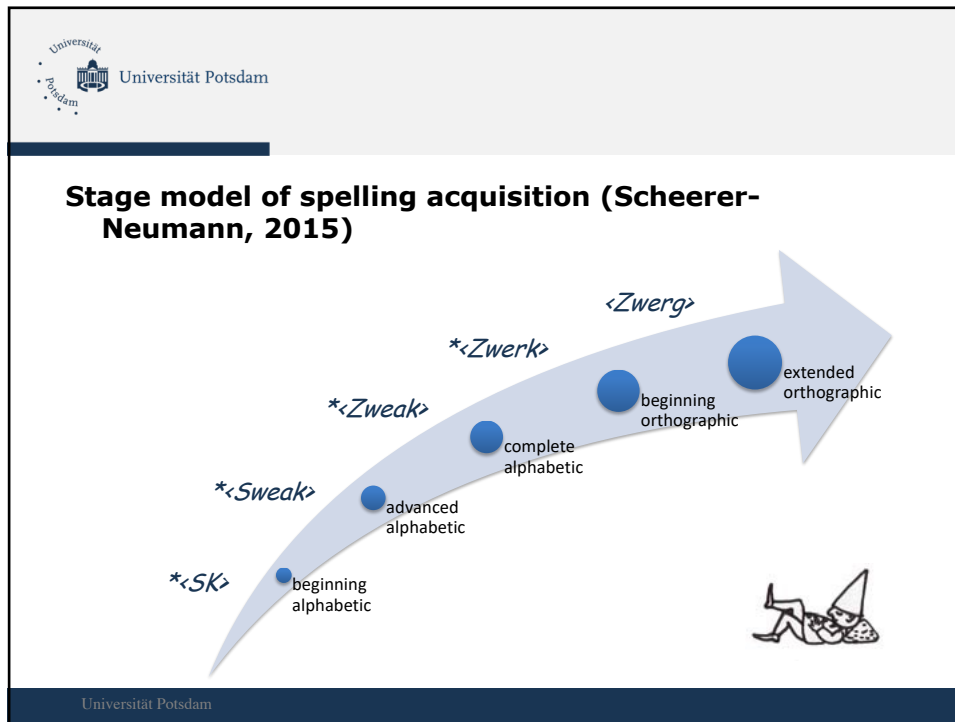
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Contents

- Literacy acquisition in spelling (focus) and reading
 - Stage model: construct spellings and readings by means of strategies (indirect route)
 - Sensitive tasks (word level)
 - Empiric results

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























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Assessment Tool

- Potsdam Picture List
 - Beginning of 2nd grade
 - Picture dictation, 24 words
 - Phonological complexity
 - + orthographic elements
 - Wordwise classification in categories:
 - Orthographically correct (+),
 - Completely phonologically plausible (2c),
 - Slightly deviant from phonological plausibility (2b),
 - Severely deviant from phonological plausibility (2a)

PBL Name: _____ Klasse: _____ Datum: _____

1. 	12. 
2. 	14. 
3. 	15. 
4. 	16. 
5. 	17. 
6. 	18. 
7. 	19. 
8. 	20. 
9. 	21. 
10. 	22. 
11. 	23. 
12. 	24. 

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Phonologically simple words

- short (one/two syllables)
- without consonant

Words of moderate phonological complexity

- with consonant clusters at syllable boundaries or within syllables

Words of high phonological complexity

- consonant clusters in one syllable words
- long (three to five syllables) with/without consonant clusters

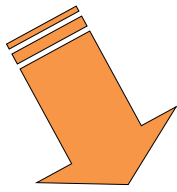
Words with orthographic markers

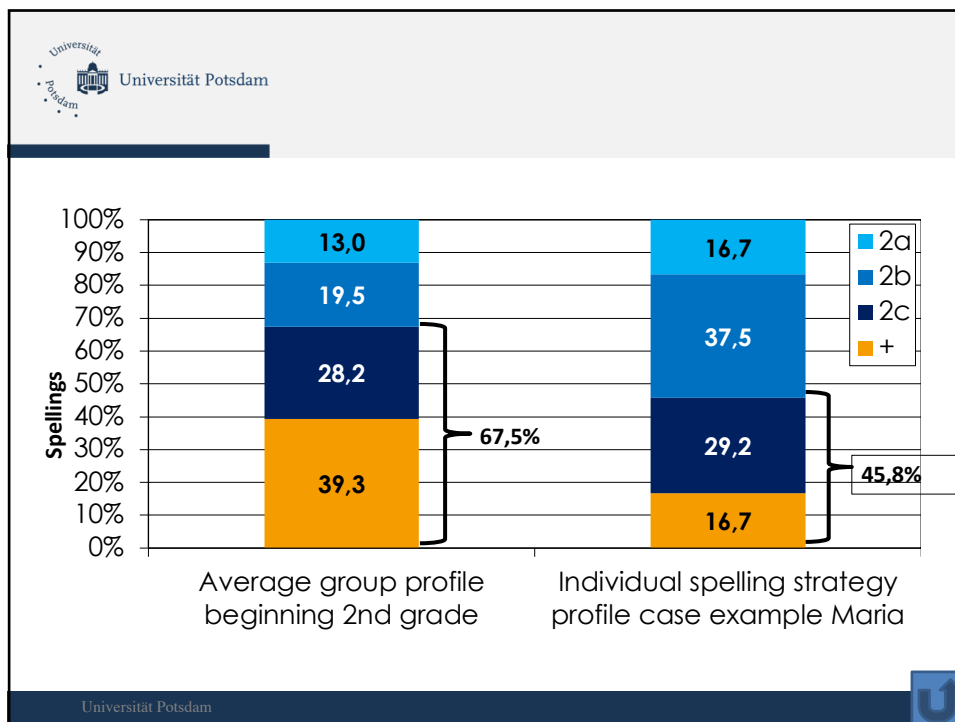
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Stages within the alphabetic strategy		Classification criteria	Examples
2a	beginning	consonantal spellings or deviation from phonologically plausible spellings in more than one (in two highly complex words two) grapheme(s)	*<H_s> (Haus) *<Z_er > (Zwerg) *<G_ok_dil> (Krokodil)
2b	advanced	deviation from phonologically plausible spelling in one (in two highly complex words two) grapheme	*<Melch> (Milch) *<Keige> (Geige) *<Grok_dil> (Krokodil)
2c	complete	phonologically plausible but orthographically incorrect spellings	*<Mont> (Mond) *<Hende> (Hände) *<Krokodiel> (Krokodil)

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+	1. Haus	13. Beu me	2c	 <p>4 x + (17%) 7 x 2c (29%) 9 x 2b (38%) 4 x 2a (17%)</p>
+	2. Schaf	14. Dar	2b	
2c	3. Slep	15. Geige	2c	
+	4. Feder	16. Scha kel	2b	
2c	5. Hende	17. wol ke	+	
2b	6. Seld	18. Geser	2b	
2a	7. Mildsch	19. mont	2c	
2b	8. Gleid	20. Bri ef	2c	
2b	9. worst	21. Sferk	2a	
2b	10. Robter	22. Pingoin	2b	
2a	11. Tombete	23. kokdil	2b	
2a	12. Eischonschen	24. Regen bo den	2c	



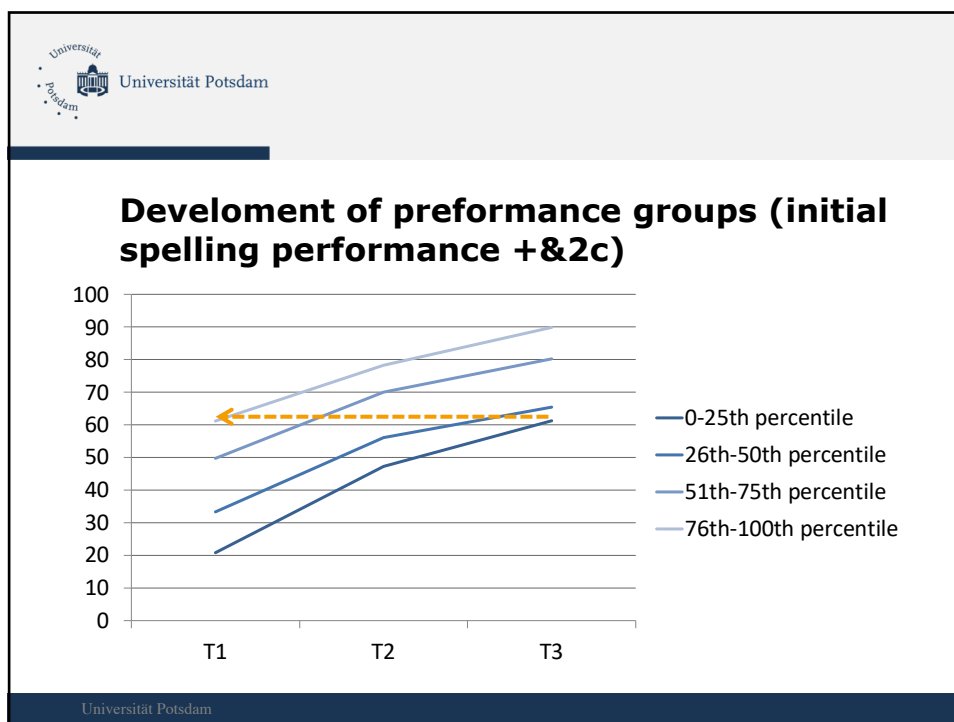
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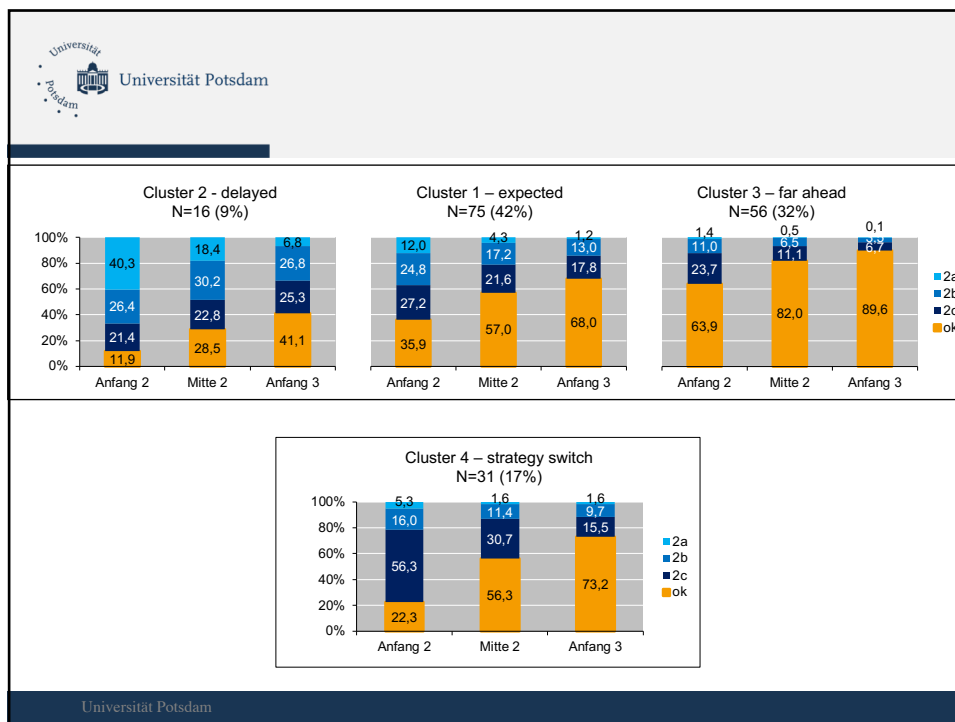
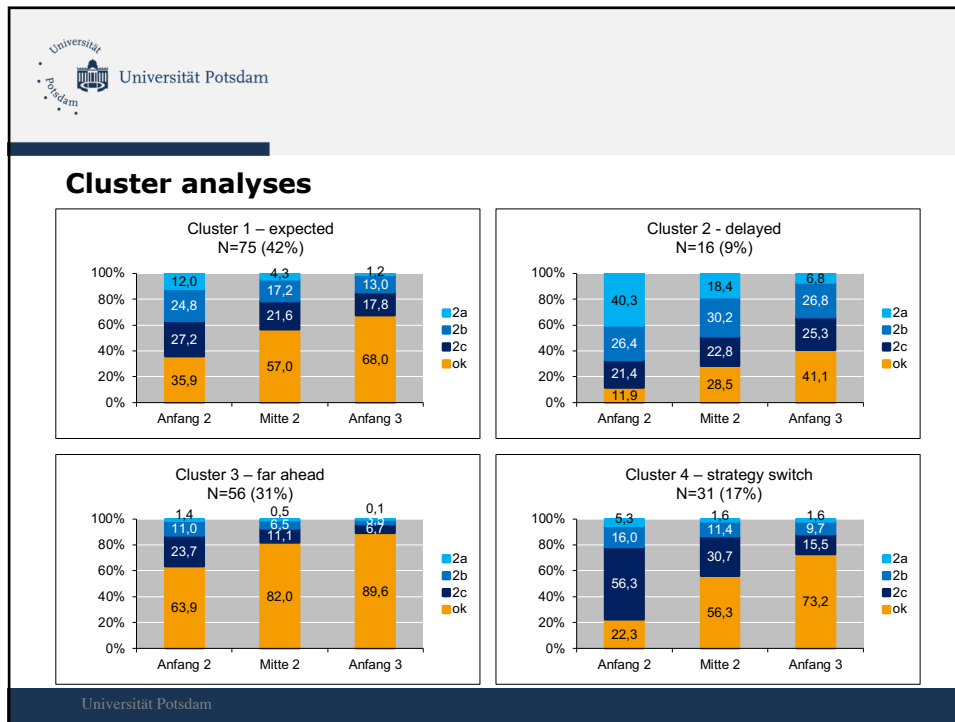
Longitudinal study in Brandenburg during 2nd grade

- Complete data sets of children (N = 178): beginning 2nd grade => middle of 2nd grade => beginning of 3rd grade

Gender	86 male (48 %)	92 female (52 %)
Language	169 German (96 %)	8 other (4 %)

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Summary and conclusions: spelling assessment

- Subgroups during 2nd grade with different spelling profiles
- Sufficient indicator for the identification of children with spelling difficulties: proportion of orthographically correct spellings at the beginning of 2nd grade
- Additional consideration of phonologically plausible spellings: good prognosis if considerably high
- Analyses of phonologically implausible spellings: implications for intervention (PA, PGC)

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Stage model of reading acquisition (Scheerer-Neumann, 2015)


The diagram illustrates the Stage model of reading acquisition as a staircase-like progression. It features a large, light blue arrow pointing from the bottom-left to the top-right. Along this arrow, four blue circular markers represent different stages of reading acquisition, each with a corresponding phonetic transcription above it:

- beginning recoding (alphabetic)**: **/t.r:-tre:-tre:pe:-te:r,pe/*
- consequent recoding (alphabetic)**: */tre:.pe:-tre:pə-trepə/*
- beginning orthographic**: */tre.pə/*
- advanced orthographic**: */trepə/*

A white box with a black border containing the word **Treppe** (staircase) is positioned at the bottom right of the diagram.

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	1 im, am, und, in, er, an, wir, ist, ein, es, eine, ins
Assessment Tool	
<ul style="list-style-type: none"> • Potsdam Word Stairs <ul style="list-style-type: none"> • Beginning of 2nd grade • 11 item sections (66 real words, 36 pseudowords) <ul style="list-style-type: none"> • Phonological complexity • Frequency, lexicality • + morphological complexity • Graded wordwise scoring: <ul style="list-style-type: none"> • Spontaneously correct reading: 2 Points • Self correction/elaboration/ repetition, wrong vowel length: 1 Point • Reading error: 0 Points 	2 a Hut, Reis, Baum, Tal, Fisch, rot, b Kino, Rose, Besen, Leiter, Rabe, Igel 3 Melone, Rosine, Banane, Roboter, Lokomotive, Telefon 4 a sof, Lisch, Feis, Taum, Pal, Dut, b Fose, Gesen, Kabe, Pino, Ugel, Meiter
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Sections	
1)	Real words (RW), high frequent function words*
2 a)	RW, 1 syllable (S), no consonant clusters (-CC)*
2 b)	RW, 2 S, -CC*
3)	RW, 3 S, -CC*
4 a)	Pseudowords (PW) as in 2a)*
4 b)	PW as in 2b)*
5)	PW as in 3)*
6 a)	RW, 1 S, +CC*
6 b)	RW, 1-2 S, + orth. vowel length markers (+VLM)*
7)	RW, 2 S, +CC*
8 a)	PW as in 6 a)
8 b)	PW as in 6 b)
9)	PW as in 7
10)	RW, 3-4 S, +CC
11)	RW, 1-4 S, morphologically complex
*Especially for children with low reading abilities at the beginning of 2nd grade.	
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Pilot study (N = 43)

	2nd grade (N = 13)	3rd grade (N = 16)	4th grade (N = 14)
Score (Min.-Max.)	6 - 198	131 - 202	144 - 202
Time (Min.-Max)	97-342	122 - 340	105 - 365

- Effects of frequency (function words > other), lexicality (RW > PW), complexity (1-2 S > 3-4 S, -CC > +CC)

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Summary and conclusions on reading assessment

- Informal, criterion based assessment: More studies needed!
- Useful tool for children with low basic reading abilities (due to a formal screening): reading profiles (e.g. slow but accurate, slow/fast but inaccurate)

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**Further information
and material
(in German)**

Search the www for ILeA 2

Download:

- Lehrerheft Rechtschreiben 2 (ILeA-Bilderliste = PBL)
- Lehrerheft Lesen 2 (Einzelleseanalyse = PWS)



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IQB:
Institut zur Qualitätsentwicklung
im Bildungswesen

Thank you!



carola.schnitzler@iqb.hu-berlin.de

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