Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy

Schoenbaum Family Center

Summer Success CAMP
The fun way to be ready for kindergarten

Assessment
Materials
May 2019

earlychildhood.ehe.osu.edu
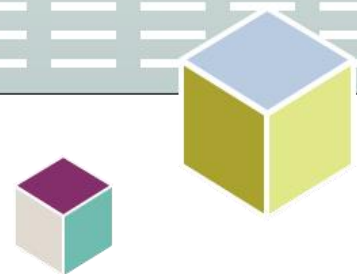
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Important Notices

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Summer Success would not have been able to provide high-quality field trips without the support and generous donations of community organizations. These organizations include The Columbus Metropolitan Library, The Columbus Museum of Art, The Center of Science and Industry, Franklin Park Conservatory and Botanical Gardens, and The Columbus Trolley Company. The Summer Success Team would like to thank the administration and staff of these organizations for welcoming our program into their facilities and providing our camp with transportation that allowed for enriching experiences for everyone involved.

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Introduction

Summer Success is a kindergarten readiness curriculum that was developed in consultation with researchers, educators and community partners in the field of early childhood education. It is designed to be implemented during the summer prior to kindergarten entry for children who have had little-to-no formal early childhood education experience. The curriculum is intended to deliver a four-week, 140-hour intensive program with low teacher-to-child ratios that allows for high-quality, individualized instruction. Summer Success aims to provide explicit instruction in the domains of: (1) language and literacy, (2) math, (3) social-emotional, and (4) motor skills development within the context of a 'camp-based environment.' Creative arts and auxiliary activities, such as field trips, are included throughout the program to reinforce and expand upon instruction across these domains. Caregiver and family engagement strategies are also emphasized in this curriculum to continue children's learning at home.

The Summer Success curriculum materials, including daily lesson plans, sample schedules, recommended storybooks, suggested creative and auxiliary activities, and select screening and assessment materials, are provided in this manual free of charge to early childhood educators and community partners who are interested in providing high-quality, individualized instruction to children preparing to enter kindergarten.

The Summer Success curriculum was piloted in the summer of 2016 and 2017. An evaluation of the curriculum demonstrated that it could be feasibly implemented in a camp-based environment, and was associated with significant gains in participating children's kindergarten readiness skills. For further information about the validation of the Summer Success curriculum, please consult the Crane Center for Early Childhood Research and Policy's Fall 2017 whitepaper titled, "Summer Success: A Comprehensive Kindergarten Readiness Camp" at earlychildhood.ehe.osu.edu

Summer Success Screener

The researchers consulted in the creation of the Summer Success curriculum developed a **Summer Success Screener** in order to evaluate gains in participating children's kindergarten readiness skills across three of the domains of learning targeted through this curriculum: (1) language and literacy, (2) math, and (3) social-emotional. The Summer Success Screener consists of 12 measures, which include both standardized and researcher-developed assessments. For more information regarding these measures and the results from the pilot implementation of the Summer Success program, please refer to the Crane Center for Early Childhood Research and Policy's Fall 2017 whitepaper titled, "Summer Success: A Comprehensive Kindergarten Readiness Camp" at earlychildhood.ehe.osu.edu

Assessment measures developed by researchers consulted in the creation of the Summer Success curriculum are included in this manual in their entirety and are freely-available to programs implementing the Summer Success curriculum. These measures consist of the: (1) Test of Phoneme Segmentation; (2) Test of Initial Sounds; (3) Counting Test; (4) Cardinality Test; (5) Math Language Test; (6) Categorization and Pattern Completion Test; and (7) Emotion Recognition Test.

The Summer Success program also administered the following standardized assessments as part of the Summer Success Screener: (1) The Get Ready to Read! Screener-English (GRTR-English; Whitehurst & Lonigan, 2001); and (2) The Head-to-Toes task (HTT; Ponitz et al., 2008).

The Head to Toes task, along with instructions for scoring and administration, is freely-available online through the website below:

https://my.vanderbilt.edu/toolsofthemindevaluation/files/2013/01/HTKS-without-stats-info.pdf

The Get Ready to Read! Screener is not included in this manual due to copyright protections. Programs wishing to utilize this assessment should plan to purchase them separately.

Summer Success staff members should administer the Summer Success Screener during Week 1 and Week 4 of the Summer Success program. Administration time for the Summer Success Screener is approximately 45-60 minutes. To reduce fatigue, it is recommended that staff members administer the Summer Success Screener to each child during two separate sessions, consisting of between five and six measures, across the span of each testing week.

While administering the Summer Success Screener, staff members should record each child's responses directly onto a Summer Success Screener Recording Form provided in the next section of this manual. Directions for administering each assessment measure are included on the Summer Success Screener Recording Form. After administering each assessment measure, staff members should calculate the score for that measure using the scoring instructions provided with the assessment measure and note the score directly on the form. Finally, staff members should compare scores between Week 1 and Week 4 for each child to evaluate his or her gains on the kindergarten readiness skills addressed in the Summer Success curriculum.

Summer Success Screener Recording Form

Letter Recognition

Directions: Say, **We are going to play a letter game.** (Refer child to corresponding letter chart on the Letter Recognition: Stimuli Page). Use a piece of paper to show only one line at a time. Have child touch each letter as they say the letter name. Some children may need you to point to the letters yourself. Record child's answer on the answer key below. For incorrect or unidentified letters put a slash through the letter. Self-corrections are counted as correct answers. Score by counting the number of letters the child identified correctly.

C	G	S	I
B	X	L	Q
Y	W	N	R
J	K	O	M
P	F	D	U
A	T	H	Z
V	E		

Total Score: _____/26

C	G	S	I
B	X	L	Q
Y	W	N	R
J	K	O	M
P	F	D	U
A	T	H	Z
V	E		

Letter Recognition: Stimuli Page

Test of Phoneme Segmentation

Directions: Say, **Now we are going to play a word game.** (Refer child to the corresponding pictures on the Test of Phoneme Segmentation: Stimuli Page).
A. Stimuli

B. Test Items:

Directions: Say, **Now let's do some more. How many sounds are in the word...?** (Refer child to the corresponding pictures on the Test of Phoneme Segmentation: Items 1-4 page. Fill in the question with the words below and follow the testing procedure described in the examples above.)

Scoring: Circle items that the student correctly segments; Mark 1 if the child correctly names the number of sounds in a word. Mark 0 if the child gives incorrect number or no answer. Add up the number of correct answers to calculate the child's total score.

1.	Tie	/t/.../ie/ (2)	0	1
2.	Shoe	/sh/.../oo/ (2)	0	1
3.	Soap	/s/.../oe/.../p/ (3)	0	1
4.	Hat	/h/.../a/.../t/ (3)	0	1

Total Score:

Test of Phoneme Segmentation: Stimuli Page
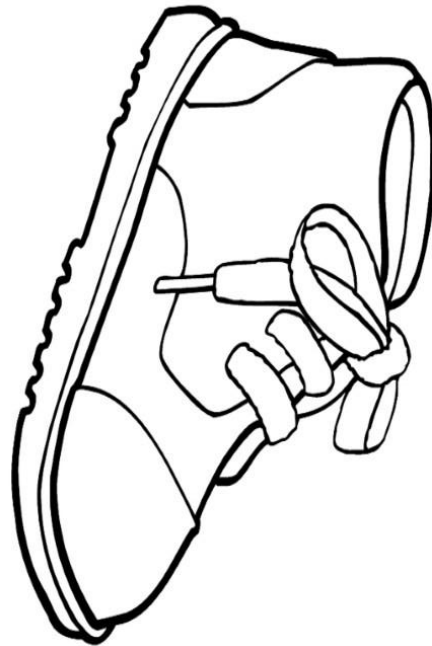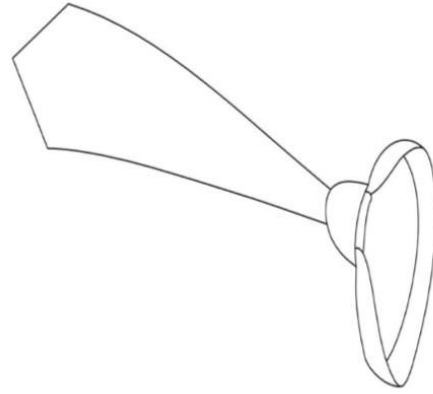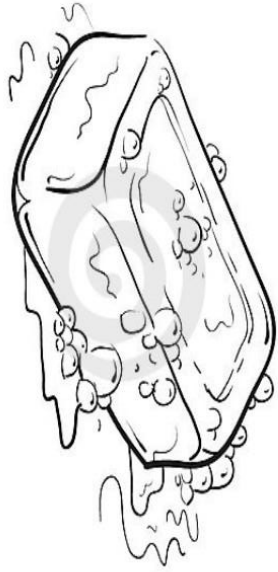
Test of Phoneme Segmentation: Items 1-4

Test of Initial Sounds

Directions: Say, **Now we are going to play a different word game. Here is a picture of a kite.** (Refer child to the corresponding pictures on the Initial Sound Fluency: Stimuli page).

A. Stimuli

- **Example 1:** Say, **What is the first sound in the word, "kite?"**

  - If the child responds *correctly* say, **That's right, the first sound in the word, "kite" is /k/. Let's try another one.**
  - If the child responds *incorrectly* say, **The first sound in the word kite is actually /k/. What is the first sound in the word, "kite?"** (Give child an opportunity to respond; Repeat the question until the child responds correctly or up to three times; afterwards, move on to Example 2).

- **Example 2:** Say, **This is a picture of a seal. What is the first sound in the word, "seal?"**

  - If the child responds *correctly* say, **/S/…That's right, the first sound in the word, "seal" is /s/. Now let's do some more.**
  - If the child responds *incorrectly* say, **The first sound in the word, "seal" is /s/. What is the first sound in the word, "seal?"** (Give child an opportunity to respond; Repeat the question until the child responds correctly or up to three times; afterwards, move on to test items).

B. Test Items

Directions: Say, **What is the first sound in the word…..?** (Refer child to the corresponding pictures on the Initial Sound Fluency: Items 1-4 page. Fill in the question with the words below and follow the testing procedure described in the examples above.)
Scoring: Circle items that the student correctly segments; record incorrect responses on the blank line. Mark 1 if child correctly segments and 0 for incorrect segmentation. Add the number of correct items and record the child's total score.

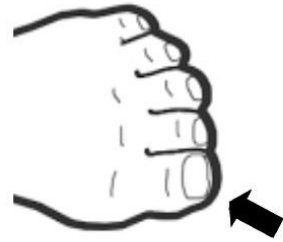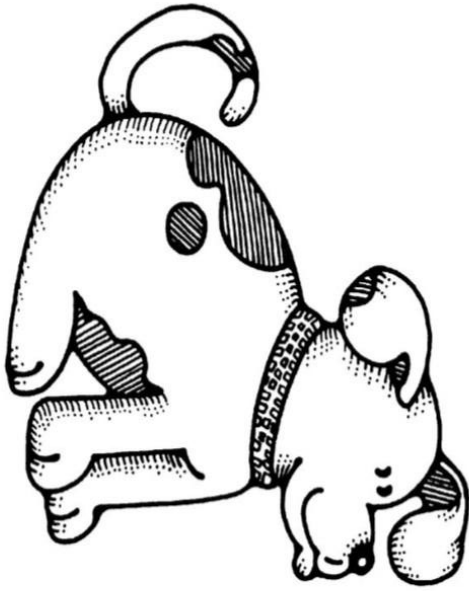|					
1.	Toe	_____	/t/	0	1
2.	Pig	_____	/p/	0	1
3.	Dog	_____	/d/	0	1
4.	Fork	_____	/f/	0	1

Total Score:
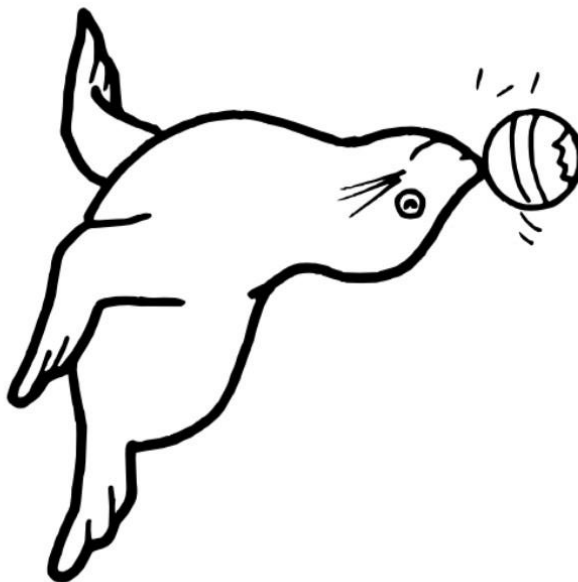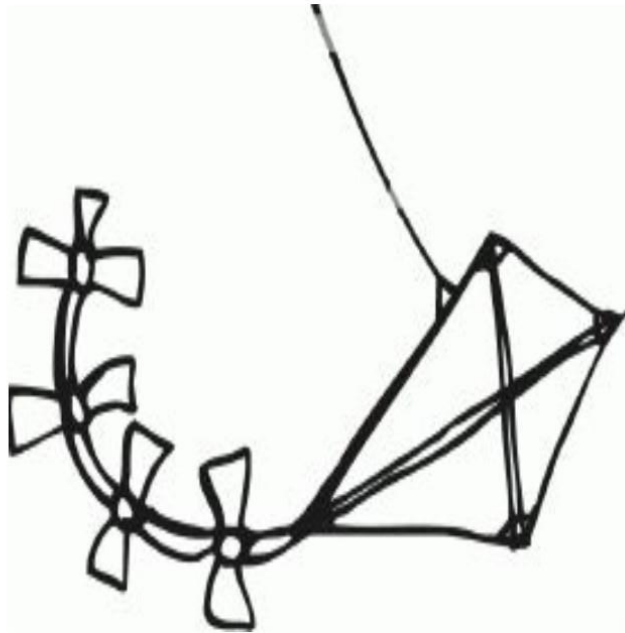
Initial Sound Fluency: Stimuli

Initial Sound Fluency: Items 1-4

Counting Test

Directions: Say, **Now I want you to count as high as you can when I say, "Go**." Say, **"Go."**
(Stop the child once they make a mistake, or if they reach 100.)
Scoring: Record the last number the child counted correctly (e.g. if a child counts "1,2,3,4,5,6,7,9,10", record the number, "7" as this is the last number up to which the child counted correctly).
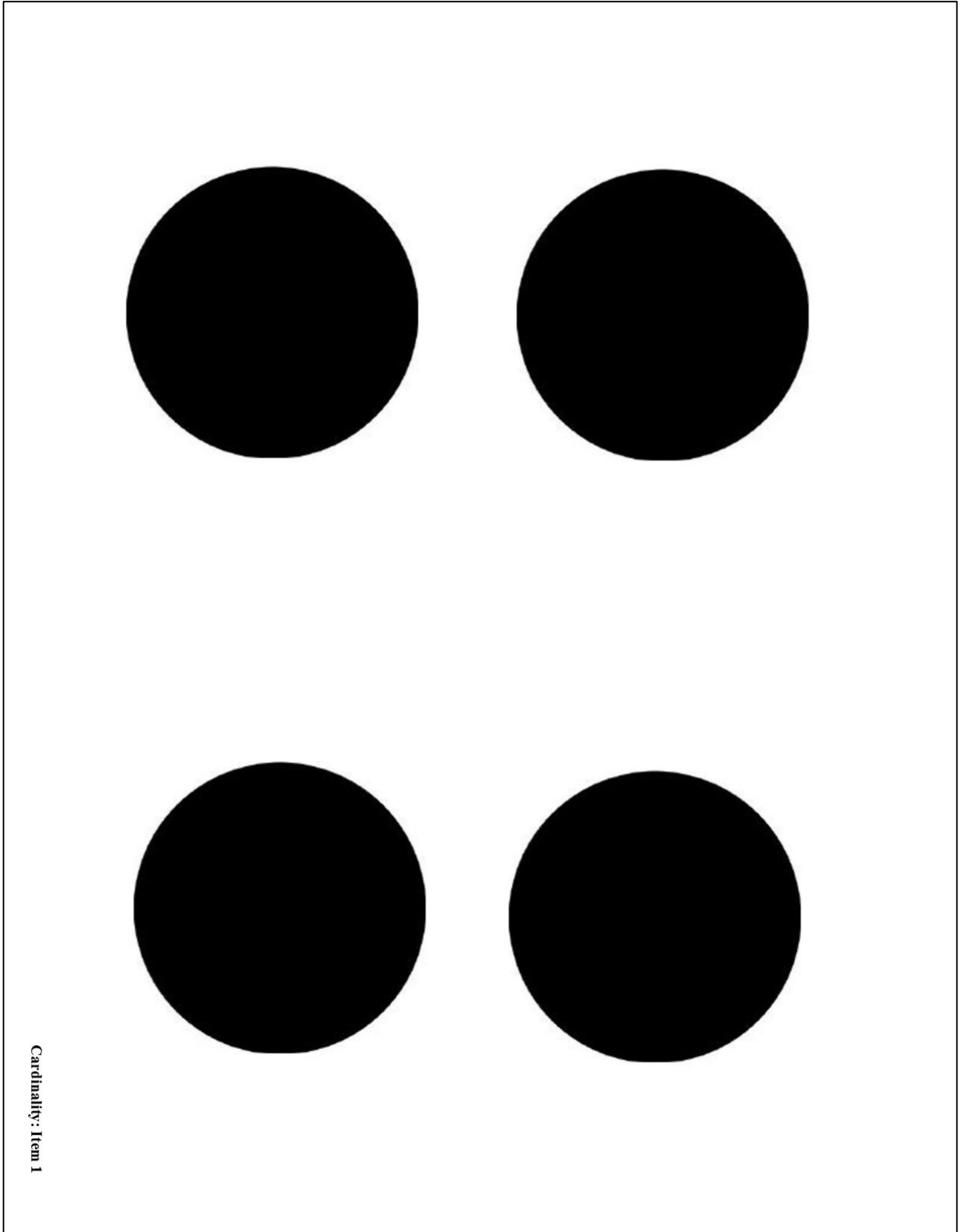
Last number counted correctly   _____

Cardinality Test

Directions: Refer child to the corresponding pictures on the Cardinality: Item 1, Cardinality: Item 2, and Cardinality: Item 3 Stimuli pages. Say, **Here are some dots. I want you to count each dot. Touch each dot as you count.** After the child finishes counting each set of dots, say, **How many dots were there?**
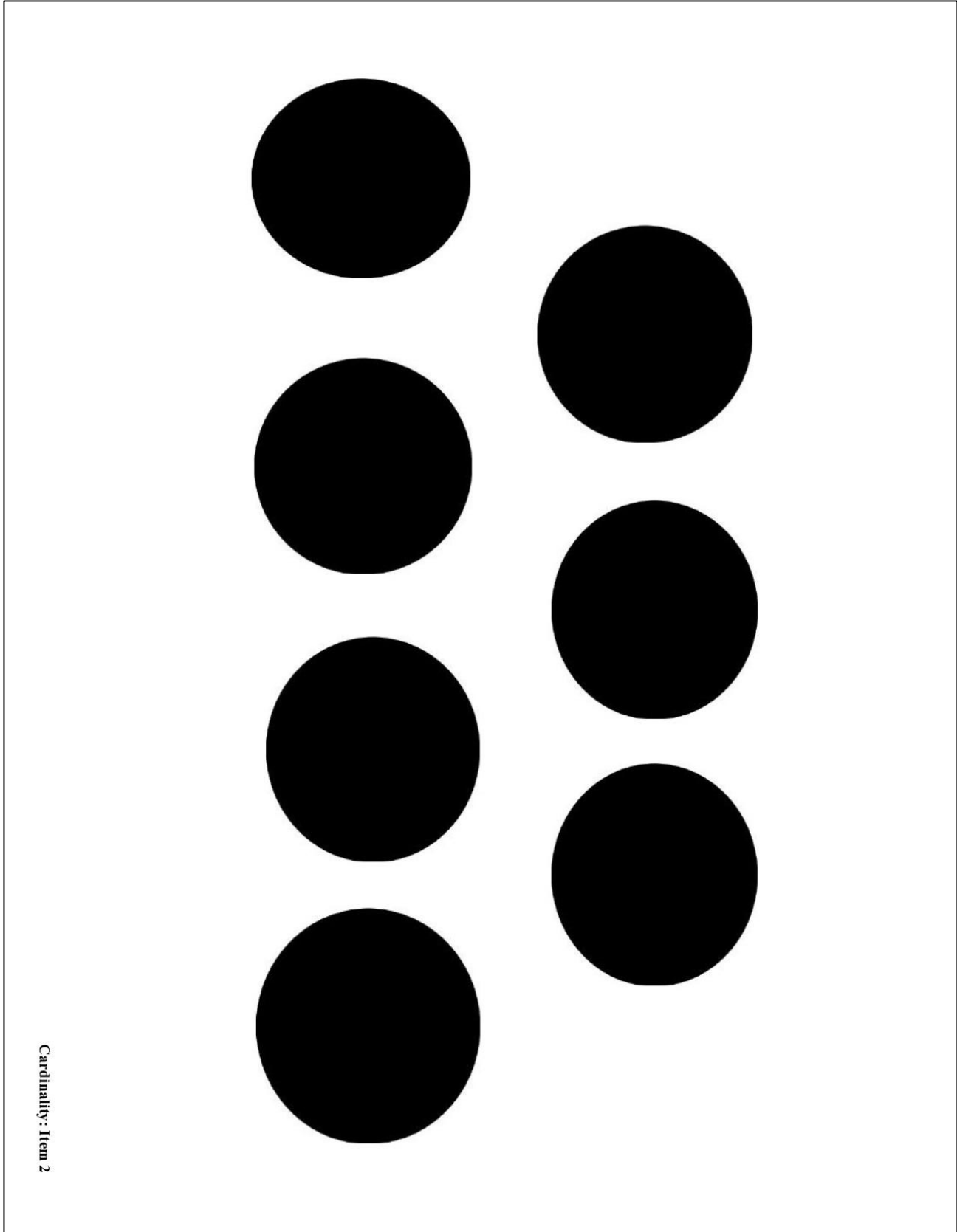
Scoring: Record the number of dots counted by the child and the total number of dots the child stated. Circle the number 1 if the child correctly counts the dots **and** states the correct number of total dots in the image. If a child makes a mistake counting the dots, **but** correctly states the total number of dots in the image, circle the number ½. Circle the number 0, if the child incorrectly states the total number of dots in the image, even if he or she counted the dots correctly. Add the number of correct and partially correct responses and record the child's total score.

	Number Counted	Number Stated			
1. Four dot image	_____	_____	0	½	1
2. Seven dot image	_____	_____	0	½	1
3. Twelve dot image	_____	_____	0	½	1

Total Score:
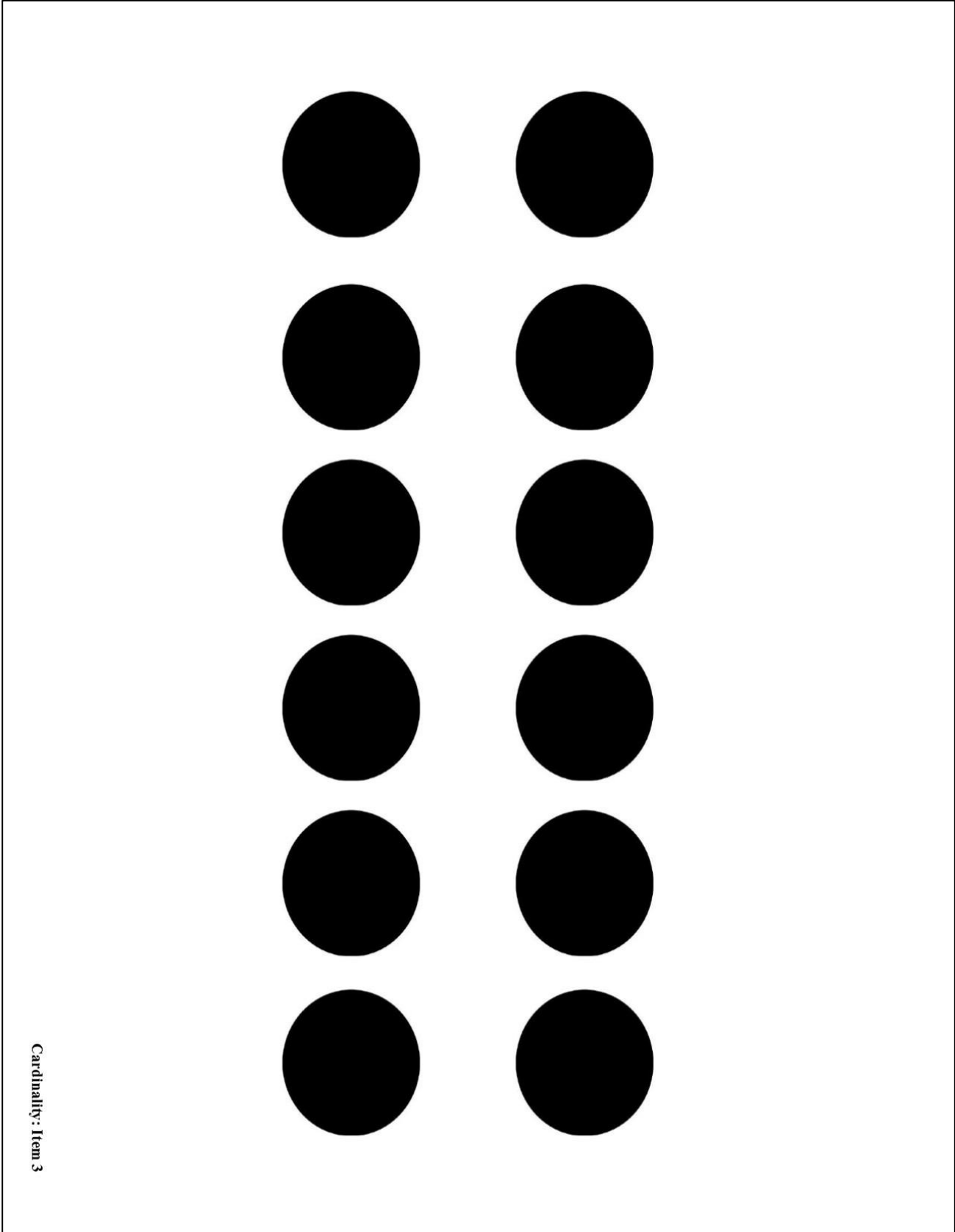
Cardinality: Item 1

Cardinality: Item 2

Cardinality: Item 3

Categorization and Pattern Completion Test

A. Categorization

Directions: Refer children to the corresponding pictures on the Categorization: Item 1, Categorization: Item 2, Categorization: Item 3, and Categorization: Item 4 Stimuli pages. Ask them to identify how many of the targeted object is represented on each page.
Scoring: Circle 1 for each correct answer and circle 0 for each incorrect response.

1. Show stimuli page with 4 rockets and **3 elephants**. Ask, "**How many elephants are there?"**

   0   1

2. Show stimuli page with 12 rockets and **8 elephants**. Ask, "**How many elephants are there?**"

   0   1

3. Show stimuli page with **10 rockets** and 7 elephants. Ask, "**How many rockets are there?"**

   0   1

4. Show stimuli page with 18 rockets and **6 elephants**. Ask, "**How many elephants are there?"**

   0   1

B. Pattern Completion

Directions: Cut out the corresponding colored squares on Pattern Matching pages 1 and 2. Use the squares to place the corresponding patterns on the table in front of the child. Say, **I'm going to make a pattern with some colors. Watch carefully because I'm going to ask you to make the same pattern. Can you make the same pattern?**
Scoring: Circle 1 if the child is able to recreate or extend the patterns. If the child is not able to recreate or extend the patterns correctly, Circle 0.

	Response	Score
1. Purple Yellow Purple Yellow	_____	0 1
2. Purple Purple Yellow Yellow	_____	0 1

Directions: Cut out the corresponding colored squares on Pattern Matching pages 3 and 4. Use the squares to place the corresponding patterns on the table in front of the child. Say, **Now we are going to make a different pattern. Watch carefully because I'm going to ask you to make the same pattern. Can you make the same pattern?**
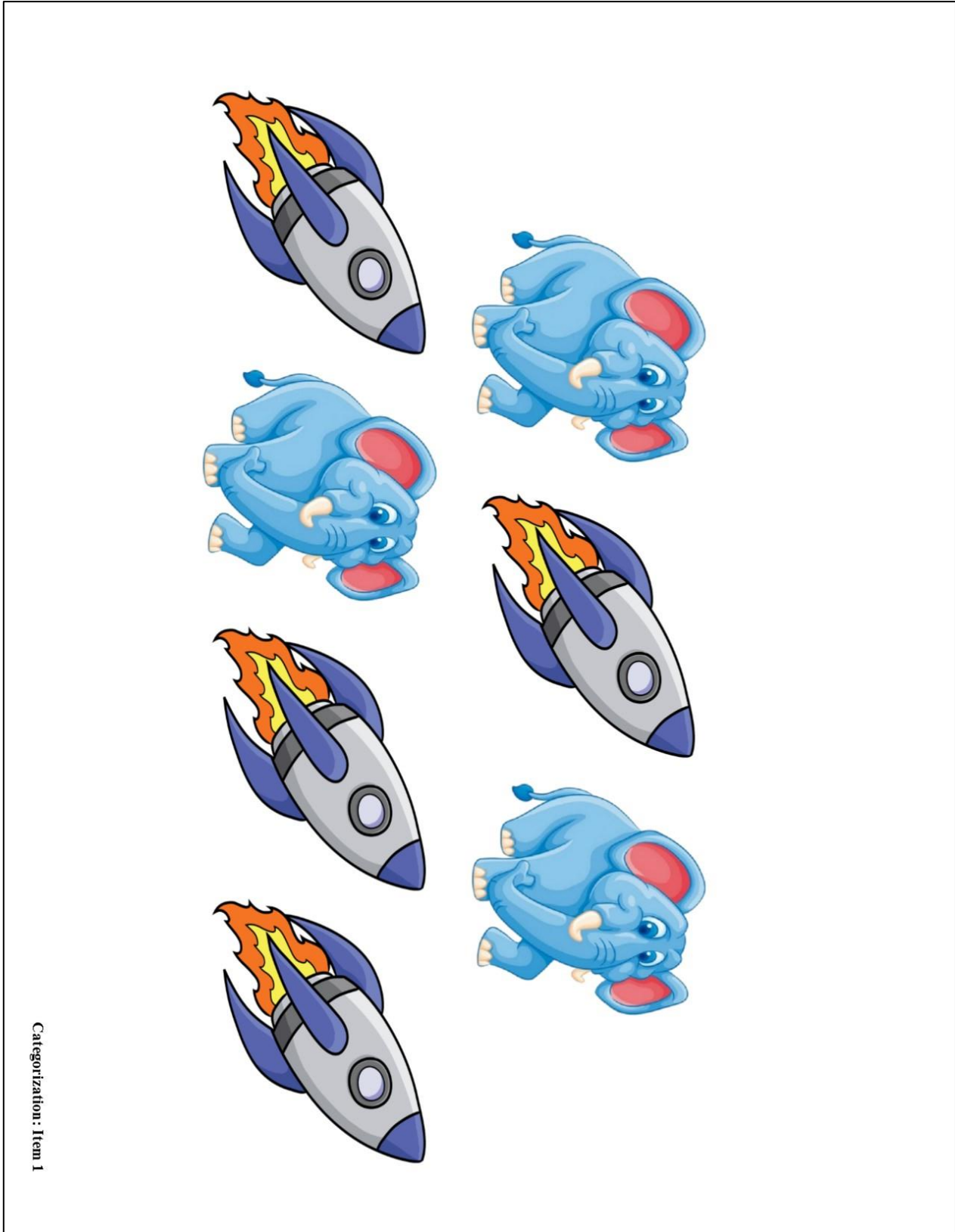
Scoring: Circle 1 if the child is able to recreate or extend the patterns; if the child is not able to recreate or extend the patterns correctly, Circle 0.

	Response	Score
1. Green Orange Green Orange	_____	0 1
2. Green Green Orange Orange	_____	0 1

Scoring: Add the total number of correct responses to the Categorization and Pattern Test and record the child's total score below.

Total Score:

Categorization: Item 1

Categorization: Item 2

Categorization: Item 3
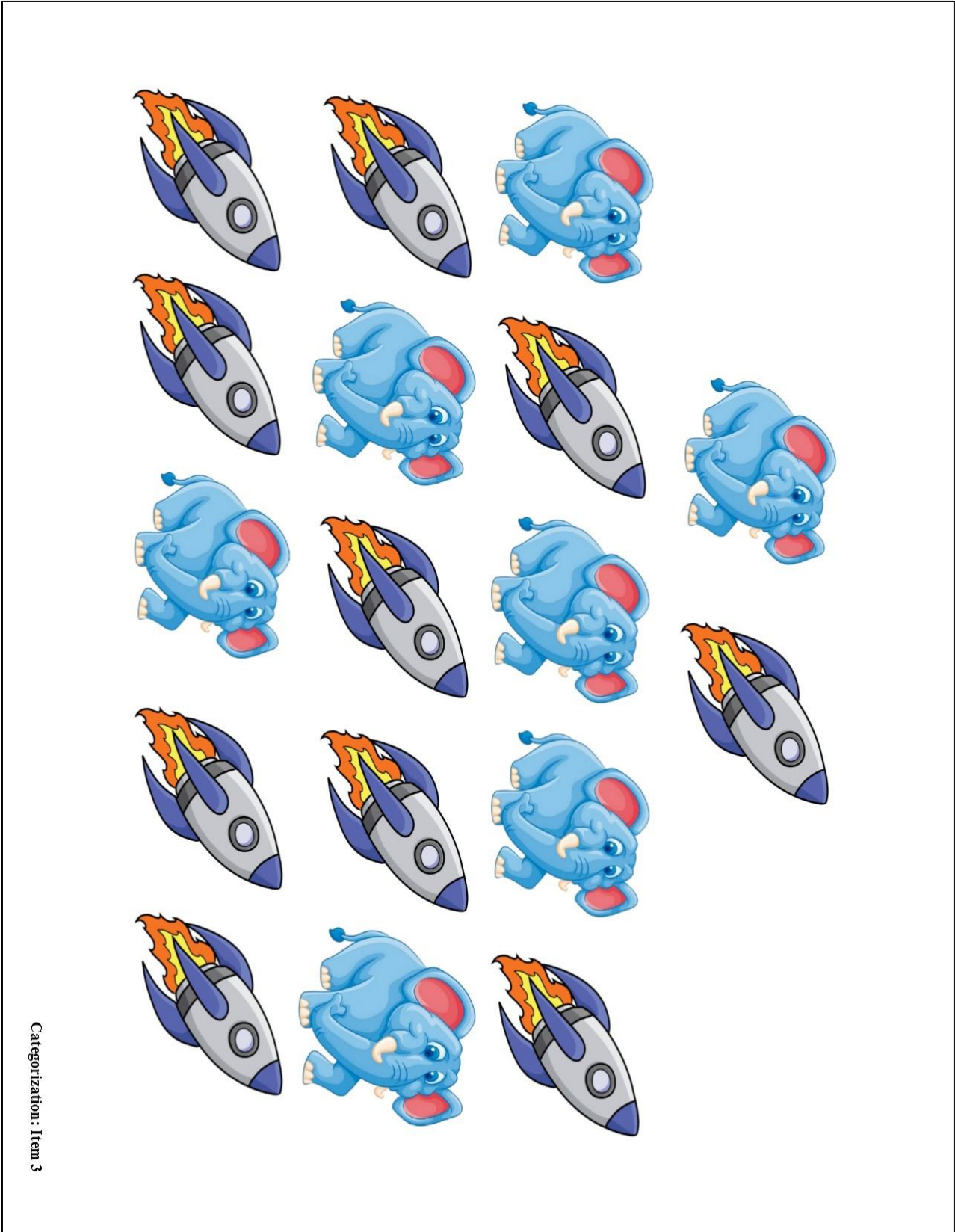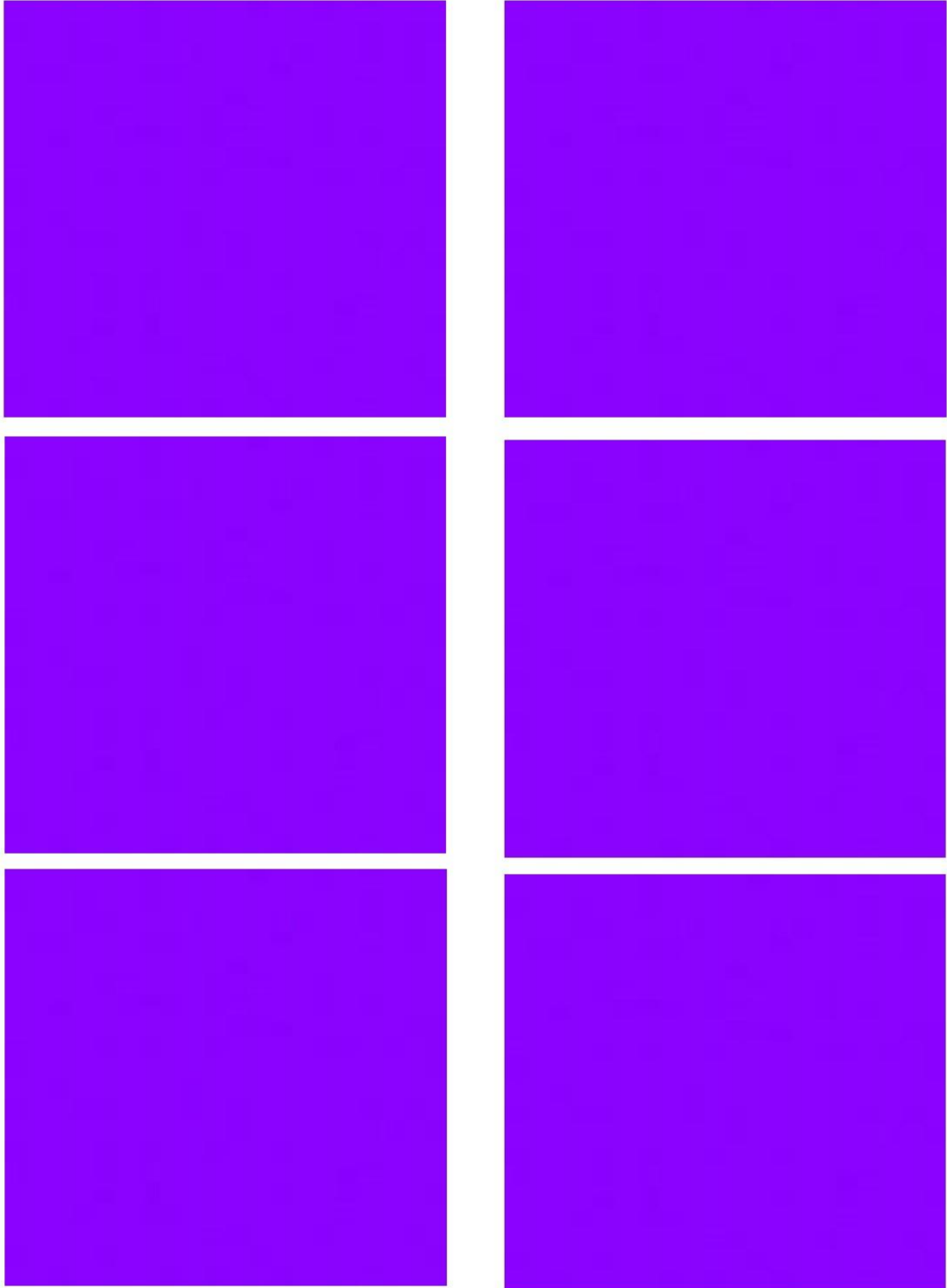
Categorization: Item 4

Pattern Matching

Pattern Matching

Pattern Matching

Pattern Matching
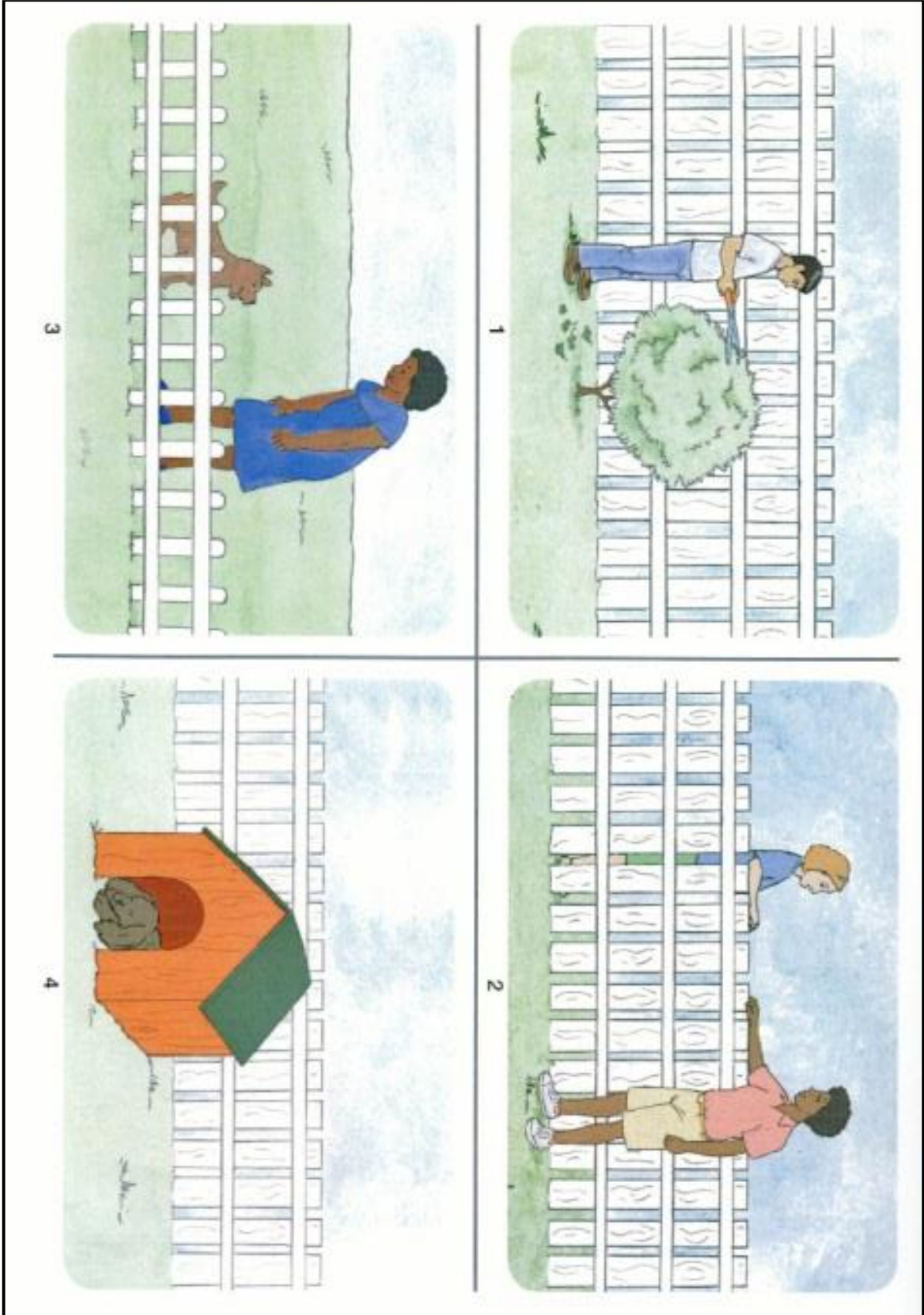
Math Language Test

Directions: Show child the corresponding images on the Math Language Test: Item 1, Math Language Test: Item 2, Math Language Test: Items 3 and 4, and Math Language Test: Items 5 and 6 Stimuli pages. Say the sentences below to the child.

Scoring: Circle the child's response. Bolded items represent the correct response for each item. Add the total number of correct responses and record the child's total score.

1. Show me which fence is **taller** than the boy   **1**   2   3   4

2. Show me which boats are **alike**   1   2   **3**   4

3. Show me which tree has the **most** apple   1   2   3   **4**

4. Show me which tree has **no** apples   **1**   2   3   4

5. Point to the **first** animal in this picture   **first**   middle   last

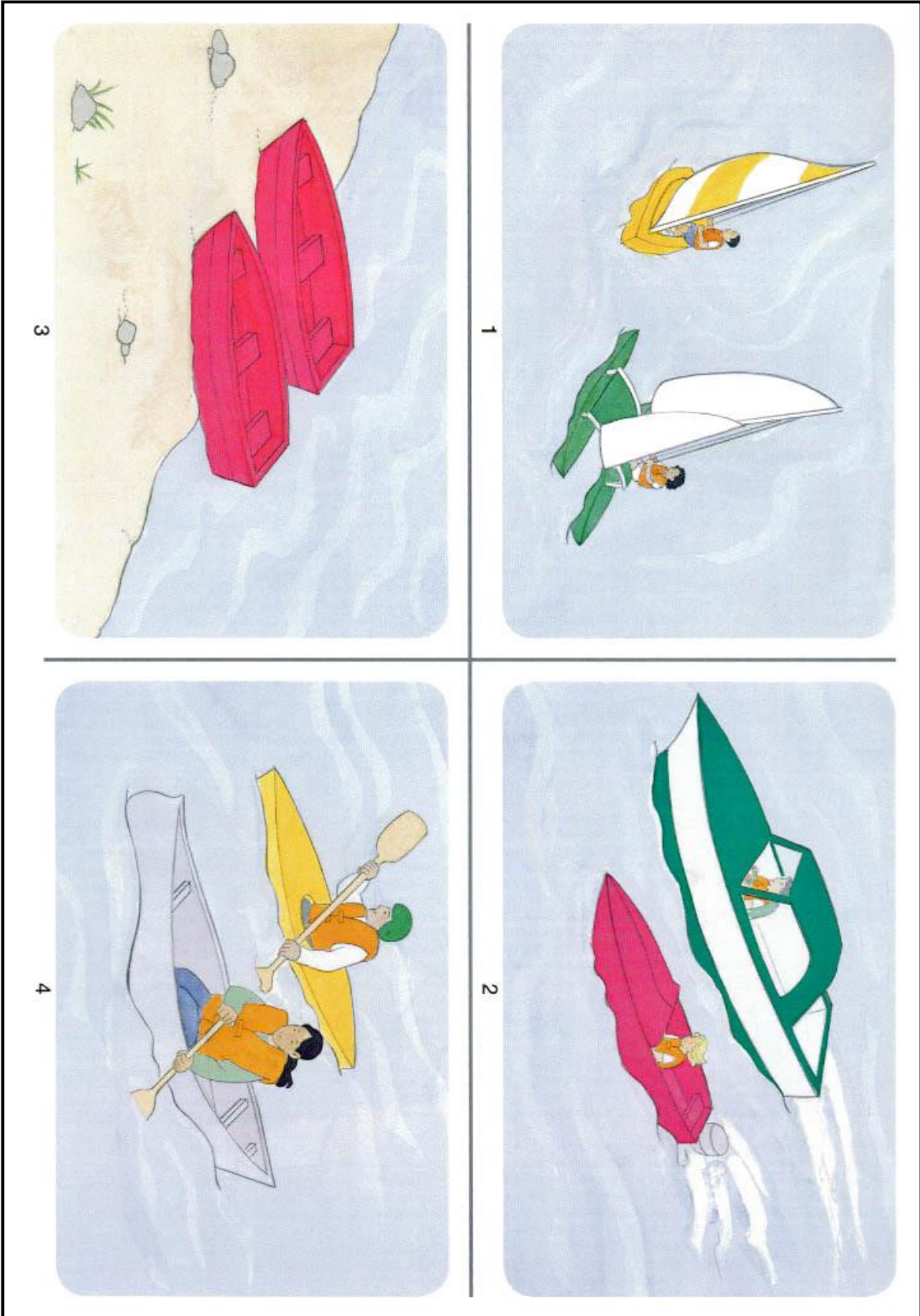6. Point to the **last** animal in this picture   first   middle   **last**
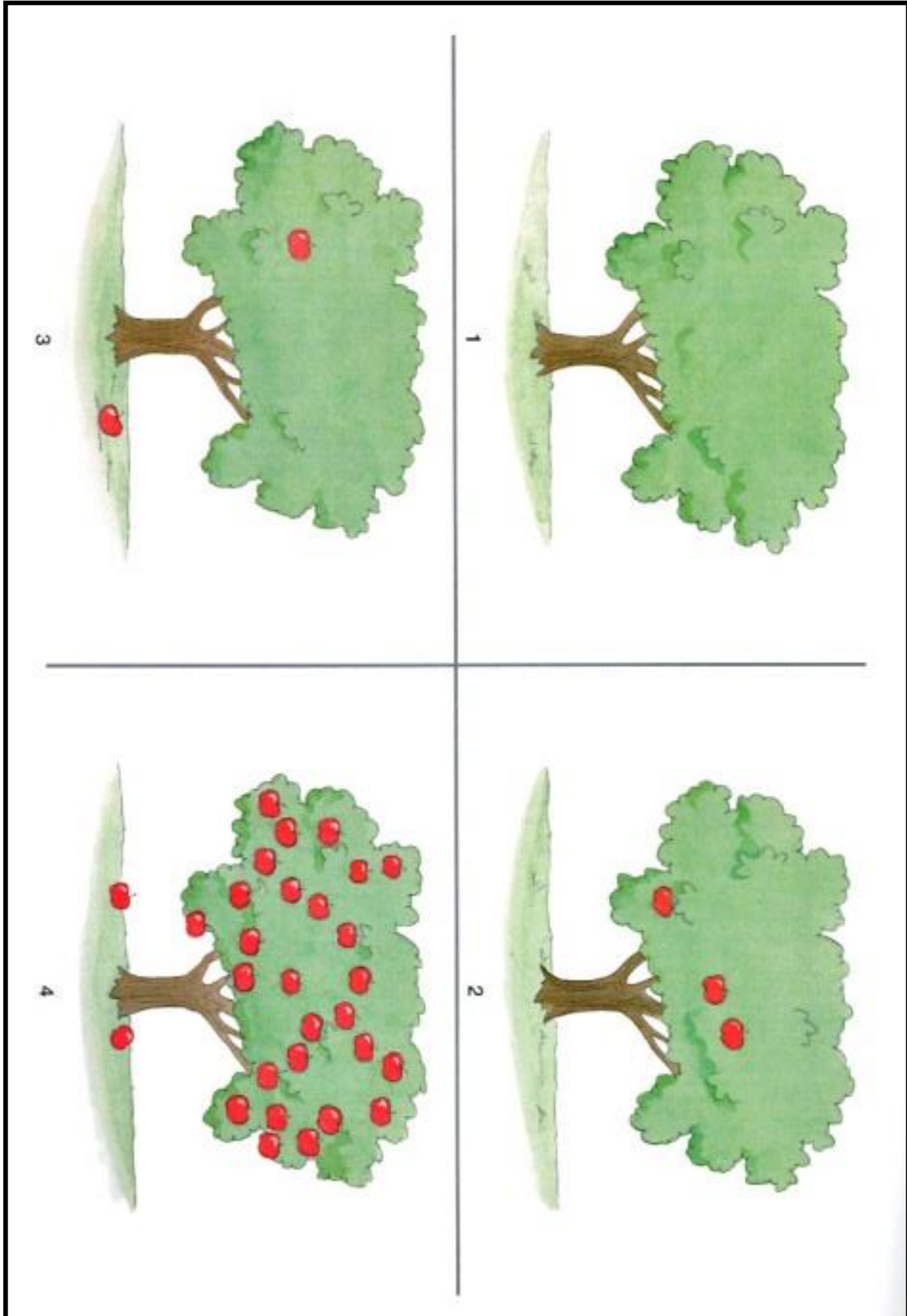
Total Score:

Math Language Test: Item 1

Math Language Test: Item 2

Math Language Test: Items 3 and 4

Math Language Test: Items 5 and 6

Emotion Recognition Test

Directions: Show child the corresponding pictures on the Emotion Recognition: Item 1, Emotion Recognition: Item 2 and Emotion Recognition: Item 3 Stimuli pages for each question below. Say to child, **Now, we are going to play a game in which I will show you some children's faces. What face is this child making?** Ask the questions below to the child. (Acceptable prompt: What do you think this child is feeling?)

Scoring: Bolded words represent the correct response for each item. Circle 1 for each correct response. Circle 0 for each incorrect response.

Part 1

1. Is this child excited or **scared**?   0   1

2. Is this child **angry** or sad?   0   1

3. Is this child making a **yucky** face or sad face?   0   1

Part 2

Directions: Remove stimuli pages. Say to the child, **Now, I want you to listen to some stories.** Read the stories below to the child.

Scoring: Record the child's response in the space provided. Bolded words represent possible correct responses for each item. Synonyms are also acceptable. Circle 1 for each correct response. Circle 0 for each incorrect response.

1. Ann asked her mom for a new video game. For her birthday, Ann opened up her present and saw the game that she asked for. She is feeling _____ (**happy, excited**).

   0   1

2. Billy had a pet bird. When he got home from school he saw that the bird was not in its cage. Billy thought that his bird might be gone forever. He is feeling _____ (**sad, upset).**

   0   1

3. Susan and her sister were in their room at night all by themselves. It was dark, and they heard a strange noise coming from their closet. She felt _____ (**scared, afraid).**

   0   1

Scoring: Add the total number of correct responses to the Emotion Recognition Test and record the child's total score below.

Total Score:

Emotion Recognition Item 1

Emotion Recognition Item 2

Emotion Recognition Item 3

Motor Skills Assessments

In addition to the Summer Success Screener, the pilot implementation of the Summer Success program in Summer of 2016 and 2017 included the following measures to evaluate gains in the Motor Skills domain of learning: (1) The Test of Gross Motor Development 2nd edition (TGMD-2; Ulrich, 2000); and (2) a waist-worn accelerometer (ActiGraph's Bluetooth Smart wGT3X-BT). The Test of Gross Motor Development is not included in this manual due to copyright protections. Programs wishing to utilize these assessment measures should plan to purchase them separately. For more information regarding these measures and the results from the pilot implementation of the Summer Success program, please refer to the Crane Center for Early Childhood Research and Policy's Fall 2017 whitepaper titled, "Summer Success: A Comprehensive Kindergarten Readiness Camp" at earlychildhood.ehe.osu.edu

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The Crane Center for Early Childhood Research and Policy (CCEC)

The Crane Center for Early Childhood Research and Policy (CCEC), in the College of Education and Human Ecology, is a multidisciplinary research center dedicated to conducting high-quality research that improves children's learning and development at home, in school, and in the community. Our vision is to be a driving force in the intersection of research, policy and practice, as they relate to children's well-being

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