

PEARL™

Predictive Early Assessment of Reading and Language

A PreK-Kindergarten screener for language disorder and dyslexia that accurately identifies future decoding and language difficulty in minutes!

Predicts Future Reading Difficulty



Accurately predicts future decoding and comprehension difficulty.

Research analyses of PEARL™ with over 1000 students indicate that the Decoding and Language subtests yield sensitivity and specificity above 80%, and that these results can be obtained after a very brief screening process.

Reduces Cultural and Linguistic Bias



Reduces cultural and linguistic bias, accurately predicting future reading and language difficulty for diverse children.

Across culturally and linguistically diverse students, PEARL™ yielded sensitivity and specificity at or above 80%, indicating limited assessment bias and excellent predictive validity for a diverse group of students.

Informs Present Level of Performance



Informs present level of performance of decoding and academically related language.

Results of PEARL™ provide information on a student's current ability to decode, and understand and use complex language.

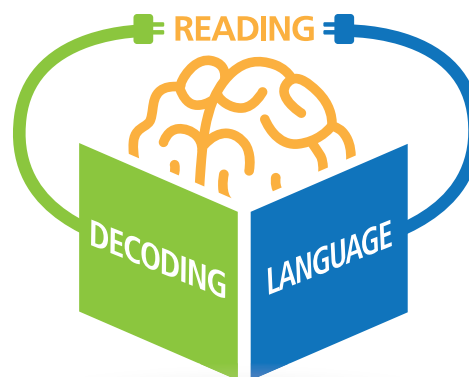
Estimates Zone of Proximal Development



Helps identify a student's specific deficits and strengths related to decoding and language.

Results of PEARL™ can help educators understand how much support a student might need to successfully decode and understand and use complex language, and identify specific intervention goals for students.

Reading ability is the product of decoding and language skills. Many students experience difficulty with decoding, and/or language comprehension when they are taught to read. A reading screener should provide information on a student's future ability to learn to both decode and to comprehend language, and it should inform educators about the specific needs of each student. If decoding or language deficits are identified early, a preventative model of intervention can be implemented.



The Predictive Early Assessment of Reading and Language (PEARL™) was designed to meet this significant need in primary education. PEARL™ is a standardized, reliable and valid screener of decoding and language. It is best used with children leaving preschool or upon entry in kindergarten. It accurately differentiates between children who will need supplemental intervention and children who will respond appropriately to classroom instruction, even if the children are culturally, linguistically, or economically diverse. The early, accurate identification of future reading difficulty helps schools reserve valuable resources for the children who actually need extra support, and allows for intensive intervention to begin without delay.

Reliability Summary

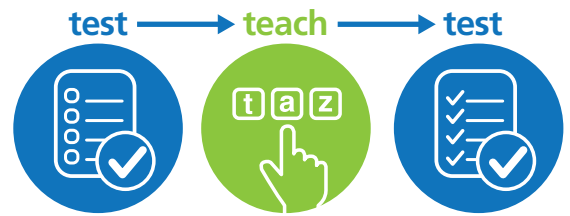
- Our point-by-point inter- and intra-rater analyses for the Decoding and Language subtests of PEARL have yielded agreements **at or above 90%** across multiple examiners with varying degrees of education and experience in administering and scoring standardized tests.
- Fidelity of administration has consistently been **at or above 95%** for both subtests.
- There is very strong evidence to suggest that the pretest and posttest of the Decoding subtest are parallel, with **correlation coefficients well above .90**.
- The pretest and posttest of the Language subtests of PEARL have yielded strong **correlation coefficients at or above .70** across a large number of diverse students.

Validity Summary

- Analyses of the sensitivity and specificity of PEARL across over 1000 students indicate that the Decoding and Language subtests yield **sensitivity and specificity at or above 80%**, and that these results can be obtained after a very brief screening process.
- Across linguistically and culturally diverse students PEARL yielded **sensitivity and specificity at or above 80%**, indicating limited assessment bias and excellent predictive validity for a diverse group of students.

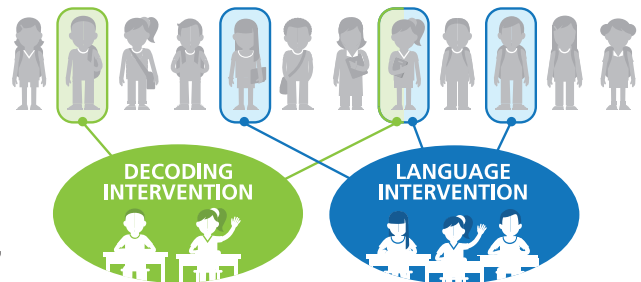
Dynamic Assessment

PEARL™ uses an innovative assessment approach referred to as dynamic assessment. Using a test-teach-test format, PEARL measures a student's ability to learn something new in the domains of decoding and literate (academic) language production and comprehension. In a single testing session, examiners assess gains from pretest to posttest as well as the student's response to quality teaching. The effects of teaching on a student's decoding and language can be observed and measured, and the results reveal how easy or difficult it will likely be for a student to learn those skills. As a result, an estimation of a student's need for intervention can be made quickly, without needing to monitor response to teaching over months or years.



Administration

With training and practice, almost anyone can administer PEARL. Psychologists, speech-language pathologists, teachers, paraprofessionals, and college students have



delivered PEARL and their fidelity of administration is consistently above 95%. During administration, the materials needed include a small stimulus booklet, a protocol with easy to follow scripts, and a pencil. It can take as little as 5 minutes or as long as 18 minutes to administer PEARL, depending on the teaching needs of each student. The results of PEARL are easily interpreted using a flow chart decision tree, guiding educators to recommendations of intervention or no intervention in decoding, language, or both.

Technical Information

The reliability and validity of PEARL have been examined in several studies. Children from diverse ethnic and linguistic backgrounds including Native American, Hispanic, and low SES groups were included in the studies. Estimates of the PEARL's overall reliability, relative to several different methods used to measure reliability (inter- and intra-rater reliability, fidelity of test administration, parallel forms reliability, and internal consistency reliability) strongly suggest that PEARL has minimal test error and that examiners can have confidence in its results. Our predictive analyses of the sensitivity and specificity of the PEARL with over 1000 students indicate that the Decoding and Language subtests yield sensitivity and specificity estimates at or above 80%. Further subgroup analyses suggest PEARL has limited assessment bias and excellent predictive validity for a diverse students.



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