



Fidelity Review

Early Literacy+ Screening

Contents

Fidelity Checklists	2
Quiz Questions.....	9
Quiz Key	12
Passing Standards	12
Printable Scoring Tables.....	13

Questions?

• • •

Contact Dena Roberts, Director of Professional Development

dena@earlylearninglabs.com



Fidelity Checklists

Fidelity of implementation is a critical component in ensuring the IGDIs are delivered with integrity. By following protocols exactly we are able to ensure that each child receives the same testing stimuli in a similar testing environment. Controlling for these types of variables allows the research team to ensure that any variance in score is truly due to student performance, rather than due to unrelated factors.

Procedure:

1. Set up in groups of 3 people. One person will be the **observer** using the checklist to look for fidelity in the person administering the assessment. One person will be the **administrator**. The person who will administer the assessment. And finally someone will be the child. The "**child**" needs to act like a typical preschooler. Remember to ask questions or give stories during the administration of the assessment. Act fidgety. Keep the administrator on their toes. No worries! Everyone will have multiples chances experiencing each of the various roles.

Administrator should have:

- IGDIs Binders
- Administration Manual
- Score sheet(s)

Observer should have:

- Fidelity checklists (attached)
- Administration Manual
- Score sheet(s)

2. The **administrator** will deliver each task as the **observer** follows along in the administration manual, fidelity checklists, and score sheets. The administrator should deliver at least 5 test cards per task (or enough cards for observer to feel confident about administrator's accuracy).
3. The **observer** will score along with **administrator**, and compare scoring decisions when task is complete.
4. All group members should go over the results from the checklist and scoring sheet. **Observer** should:
 - Provide detailed feedback on each check that the administrator missed using the fidelity checklist.
 - Discuss scoring discrepancies (and possible sources of error).
 - Checklists should be collected and given to the director, administrator, principal, etc. at the end of the training to use for "next steps."
5. Steps 1-5 will be repeated for each measure until each person has had the chance to experience each role.



Things to keep in mind:

- If the administrator received just 1-2 fewer points than required, they should repeat the fidelity checklist for that task. The administrator should schedule a new time to practice on their own using the suggestions that were given by the observer.
- If administrator received 3+ fewer points than required, we suggest you practice the task and schedule another fidelity session (using the checklist) with a co-worker, coach, administrator, etc.
- As a director, administrator, principal, etc. consider how often you would like to do fidelity checks. Perhaps monthly as a new user or new hire and then transition to just yearly after that.



Picture Naming | Fidelity Checklist

Sample Cards

- ☐ Read initial task instructions verbatim.
- ☐ **Sample A** (read verbatim)
- ☐ **Sample B** (read verbatim)
- ☐ **Sample C** (read verbatim, provided positive feedback/corrective prompts as needed)
- ☐ **Sample D** (read verbatim, provided positive feedback/corrective prompts as needed)

Feedback:

Test Cards

Administrator should deliver at least 5 test cards (or enough cards for observer to feel confident about administrator's accuracy).

- ☐ Read initial instructions verbatim.
- ☐ Accurately provided additional prompts as needed.
("Do you know what that is?" or "What's that?").
- ☐ Did NOT provide feedback for child's responses.

Feedback:

Scoring

Administrator and observer should each fill out a score sheet and compare scoring for each item.

- ☐ Administrator's scoring matched observer's scoring 100% of the time.

Feedback:

Total: ____ / **9** (need 8 to pass)

Passed? YES NO



Rhyming | Fidelity Checklist

Sample Cards

- ☐ Read initial task instructions verbatim.
- ☐ **Sample A** (read verbatim, pointed when directed)
- ☐ **Sample B** (read verbatim, pointed when directed)
- ☐ **Sample C** (read verbatim, pointed when directed, provided positive feedback/corrective prompts as needed)
- ☐ **Sample D** (read verbatim, pointed when directed, provided positive feedback/corrective prompts as needed)

Feedback:

Test Cards

Administrator should deliver at least 5 test cards (or enough cards for observer to feel confident about administrator's accuracy).

- ☐ Read initial instructions verbatim.
- ☐ Accurately delivered prompt throughout task:
"____, ____, _____. Which two rhyme?
Is it _____ (pause) or _____?"
- ☐ Pointed when directed throughout task.
- ☐ Accurately provided additional prompts as needed.
- ☐ Accurately faded prompt as needed
("____, _____").
- ☐ Did NOT provide feedback for child's responses.

Feedback:

Scoring

Administrator and observer should each fill out a score sheet and compare scoring for each item.

- ☐ Administrator's scoring matched observer's scoring 100% of the time.

Feedback:

Total: ____ / 12 (need 11 to pass)

Passed? YES NO



Sound Identification | Fidelity Checklist

Sample Cards

- ☐ Read initial task instructions verbatim.
- ☐ **Sample A** (read verbatim, pointed when directed)
- ☐ **Sample B** (read verbatim, pointed when directed)
- ☐ **Sample C** (read verbatim, provided positive feedback/corrective prompts as needed)
- ☐ **Sample D** (read verbatim, provided positive feedback/corrective prompts as needed)

Feedback:

Test Cards

Administrator should deliver at least 5 test cards (or enough cards for observer to feel confident about administrator's accuracy).

- ☐ Read initial instructions verbatim.
- ☐ Accurately delivered prompt throughout task:
"Which one makes the sound /__ /?"
- ☐ Accurately pronounced letter sounds
(i.e. avoided voicing sounds – should be /b/ not "buh")
- ☐ Accurately provided additional prompts as needed.
- ☐ Accurately faded prompt as needed ("**/__ /**").
- ☐ Did NOT provide feedback for child's responses.

Feedback:

Scoring

Administrator and observer should each fill out a score sheet and compare scoring for each item.

- ☐ Administrator's scoring matched observer's scoring 100% of the time.

Feedback:

Total: ____ / **12** (need 11 to pass)

Passed? YES NO



'Which One Doesn't Belong?' | Fidelity Checklist

Sample Cards

- ☐ Read initial task instructions verbatim.
- ☐ **Sample A** (read verbatim, pointed when directed)
- ☐ **Sample B** (read verbatim, pointed when directed)
- ☐ **Sample C** (read verbatim, pointed when directed, provided positive feedback/corrective prompts as needed)
- ☐ **Sample D** (read verbatim, pointed when directed, provided positive feedback/corrective prompts as needed)

Feedback:

Test Cards

Administrator should deliver at least 5 test cards (or enough cards for observer to feel confident about administrator's accuracy).

- ☐ Read initial instructions verbatim.
- ☐ Accurately delivered prompt throughout task:
"____, ____, _____. **Which one doesn't belong?**"
- ☐ Pointed when directed throughout task.
- ☐ Accurately provided additional prompts as needed.
- ☐ Accurately faded prompt as needed
("____, ____, ____").
- ☐ Did NOT provide feedback for child's responses.

Feedback:

Scoring

Administrator and observer should each fill out a score sheet and compare scoring for each item.

- ☐ Administrator's scoring matched observer's scoring 100% of the time.

Feedback:

Total: ____ / 12 (need 11 to pass)

Passed? YES NO



Alliteration | Fidelity Checklist

Sample Cards

- ☐ Read initial task instructions verbatim.
- ☐ **Sample A** (read verbatim, pointed when directed)
- ☐ **Sample B** (read verbatim, pointed when directed)
- ☐ **Sample C** (read verbatim, pointed when directed, provided positive feedback/corrective prompts as needed)
- ☐ **Sample D** (read verbatim, pointed when directed, provided positive feedback/corrective prompts as needed)

Feedback:

Test Cards

Administrator should deliver at least 5 test cards (or enough cards for observer to feel confident about administrator's accuracy).

- ☐ Read initial instructions verbatim.
- ☐ Accurately delivered prompt throughout task:
"____, ____ . Which one starts with /__ / ?"
- ☐ Pointed when directed throughout task.
- ☐ Accurately provided additional prompts as needed.
- ☐ Accurately faded prompt as needed
("____, ____ . /__ /").
- ☐ Did NOT provide feedback for child's responses.

Feedback:

Scoring

Administrator and observer should each fill out a score sheet and compare scoring for each item.

- ☐ Administrator's scoring matched observer's scoring 100% of the time.

Feedback:

Total: ____ / 12 (need 11 to pass)

Passed? YES NO

Quiz Questions

Picture Naming

Scenario 1

A child is shown the **test** item cards and starts answering the test items in their home language. The administrator:

- ☐ Marks the items as incorrect.
- ☐ Marks the items as correct.
- ☐ Reminds the child that they need to say the answers in English.

Scenario 2

A child is shown a picture of a pair of slippers. The child says slipper. The back of the card has the correct response as “slippers”.

- ☐ Mark “slipper” as correct.
- ☐ Mark “slipper” as incorrect.

Rhyming

Scenario 1

A child is shown pictures: bunny, mitten, money, candle. The child says “bunny-money” as their response. The back of the card indicates that the answer is bunny-money.

- ☐ Mark the item as correct.
- ☐ Mark the item as incorrect.
- ☐ Asks the child to point to their response and then score accordingly.

Scenario 2

The administrator is showing a sample card with the images of a chain, fire, track and rain. The administrator only says the names of the images:

- ☐ Correct administration of prompt fading of Rhyming.
- ☐ Incorrect administration of prompt fading of Rhyming.



Sound Identification

Scenario 1

The administrator shows the child a **test** card with the letters: **i u e**. The administrator says the sounds: I as in (Iowa) U as in (unicorn) E as in (Ebert)

- ☐ Correct administration of Sound ID.
- ☐ Incorrect administration of Sound ID.

Scenario 2

The administrator shows a child a **test** card with the letter **X E P**. The administrator asks “Which one makes the sound /p/? The child repeats the sound /p/. The administrator would:

- ☐ Mark the response as correct.
- ☐ Mark the response as incorrect.
- ☐ Remind the child they need to point to the correct answer and take the letter they point to as their response.

Which One Doesn’t Belong?

Scenario 1

The administrator shows the child a **test** card with the images of money, cash register and lock. The administrator asks the child “Which one doesn’t belong” The child responds with “lock” the administrator responds by saying “That’s right!”

- ☐ Correct administration of WODB.
- ☐ Incorrect administration of WODB.

Scenario 2

A child is shown a **test** card with the images of a mop, wrench and spilled milk. The administrator asks the child “Which one doesn’t belong?” The child responds “The mop and spill.” “The mop cleans the spill.” The administrator:

- ☐ Mark the item as correct.
- ☐ Mark the item as incorrect.
- ☐ The administrator repeats the prompt “Which ONE doesn’t belong?” with the emphasis on ONE and then marks the score accordingly.



Alliteration

Scenario 1

A child is shown a **test** card with the items: pillow, cookie and yellow. The administrator asks the child "Which one starts with /y/? The child says scribble but points to the yellow color on the card. The administrator should:

- ☐ Mark the item as correct.
- ☐ Mark the item as incorrect.

Scenario 2

The administrator presents the child a **test** card. The administrator asks the child "Which one starts with /_/?" The child responds and then asks the administrator if their answer is right? The administrator should respond by saying:

- ☐ "That's correct!"
- ☐ "That's incorrect, try again!"
- ☐ "I want you to tell me what you think is right"



Quiz Key

Test Measure	Scenario		
	1	2	3
Picture Naming	c	a	n/a
Rhyming	a	b	n/a
Sound Identification	b	c	n/a
Which One Doesn't Belong?	b	c	b
Alliteration	a	c	n/a

Passing Standards

To achieve a passing grade on the quizzes, the Administrator must receive at least 9 correct responses (of the 11 total quiz questions).

If Administrator does not pass, please instruct Administrator to review training materials and administration instructions. Administrator must wait 1 week before taking the quiz again.

	Picture Naming	Rhyming	Alliteration	Sound ID	WODB
SAMPLE	A. --	A. --	A. --	A. --	A. --
	B. --	B. --	B. --	B. --	B. --
	C. <input type="checkbox"/>	C. <input type="checkbox"/>	C. <input type="checkbox"/>	C. <input type="checkbox"/>	C. <input type="checkbox"/>
	D. <input type="checkbox"/>	D. <input type="checkbox"/>	D. <input type="checkbox"/>	D. <input type="checkbox"/>	D. <input type="checkbox"/>
	Discontinue? <input type="checkbox"/>	Discontinue? <input type="checkbox"/>	Discontinue? <input type="checkbox"/>	Discontinue? <input type="checkbox"/>	Discontinue? <input type="checkbox"/>
MARK CHECKBOX FOR CORRECT RESPONSES RECORD "N/A" IF STUDENT DOES NOT COMPLETE SAMPLE TASK DO NOT INCLUDE SAMPLE ITEMS IN SCORE COUNT					
TEST	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>	1. <input type="checkbox"/>
	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>	2. <input type="checkbox"/>
	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>	3. <input type="checkbox"/>
	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>	4. <input type="checkbox"/>
	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>	5. <input type="checkbox"/>
	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>	6. <input type="checkbox"/>
	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>	7. <input type="checkbox"/>
	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>	8. <input type="checkbox"/>
	9. <input type="checkbox"/>	9. <input type="checkbox"/>	9. <input type="checkbox"/>	9. <input type="checkbox"/>	9. <input type="checkbox"/>
	10. <input type="checkbox"/>	10. <input type="checkbox"/>	10. <input type="checkbox"/>	10. <input type="checkbox"/>	10. <input type="checkbox"/>
	11. <input type="checkbox"/>	11. <input type="checkbox"/>	11. <input type="checkbox"/>	11. <input type="checkbox"/>	11. <input type="checkbox"/>
	12. <input type="checkbox"/>	12. <input type="checkbox"/>	12. <input type="checkbox"/>	12. <input type="checkbox"/>	12. <input type="checkbox"/>
	13. <input type="checkbox"/>	13. <input type="checkbox"/>	13. <input type="checkbox"/>	13. <input type="checkbox"/>	13. <input type="checkbox"/>
	14. <input type="checkbox"/>	14. <input type="checkbox"/>	14. <input type="checkbox"/>	14. <input type="checkbox"/>	14. <input type="checkbox"/>
	15. <input type="checkbox"/>	15. <input type="checkbox"/>	15. <input type="checkbox"/>	15. <input type="checkbox"/>	15. <input type="checkbox"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

TRANSFER TOTAL NUMBER OF CORRECT RESPONSES TO RECORDING FORM AFTER COMPLETING ADMINISTRATION