

Emerging Literacy

I. Background Information

Measure/ Source:

- **Parent Report of Child’s Emerging Literacy**
- One component of Developmental Accomplishments Scale (an original FACES measure)
- Zill, N., Collins, M., West, J. (1995). *Approaching kindergarten: A look at preschoolers in the United States*. NCES Statistical Analysis Report 95-280. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.

Purpose of Measure:

As used in the Family and Child Experiences Survey: The parent report of child’s emerging literacy scale asks parents to rate their children’s performance in certain tasks that are associated with literacy skills (e.g., recognizing letters, writing their name, counting).

Population Measure Developed With:

- 2479 children in the FACES sample between the ages of 3 and 5.
- The FACES sample was randomly drawn from a stratified probability sample of 43 Head Start programs selected to represent the universe of Head Start programs in the 50 states, excluding migrant programs and American Indian programs.

	African American		White		Hispanic		Other		Total	
	N	%	N	%	N	%	N	%	N	%
Male	343	13.8	471	19.0	363	14.6	65	2.6	1242	50.1
Female	383	15.4	415	16.7	371	14.9	68	2.7	1237	49.9
Total	726	29.3	886	35.7	734	29.6	133	5.4	2479	100

Key Constructs of Measure:

Emerging literacy skills: Asks parents whether or not their child has achieved a series of developmental skills related to emerging literacy. Specifically, parents are asked if their child can:

- Recognize all of the letters of the alphabet
- Count to 5, 10, 20, 50 or more
- Mostly write and draw rather than scribble
- Can write own first name
- Can identify the colors red, yellow, blue, and/or green by name.

Norming of Measure (Criterion or Norm): Criterion

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II. Administration of Measure

Parent Report of Child's Emerging Literacy (Con't.)

Who is the Respondent to the Measure?:

The parent, guardian, or the primary caregiver of children between the ages of 3 and 5 years old.

Who Administers Measure/ Training Required?:

Trained assessors/interviewer/field staff.

Setting (e.g. 1 on1, group level, etc): in-person or telephone interview

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III. Functioning of Measure

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Reliability:

Reliability with FACES data

Internal Consistency (Cronbach's Alpha)

- .60

Sensitivity to Environmental Variation (specify if intervention):

- Over course of Head Start year, a significant and substantial increase was observed in children's mean score (effect size = .73).
- In FACES, the parent report of emergent literacy scale has been found to identify the differential school readiness skills of preschool children from low income families (Zill, Resnick, McKey, Clark, Connell, Swartz, O'Brien, & D'Elio, 1998; Zill, Resnick, Kim, McKey, Clark, Pai-Samant, Connell, Vaden-Kiernan, O'Brien, & D'Elio, 2001)

Concerns, Comments & Recommendations:

- In FACES, the parent ratings of child's emerging literacy are part of a battery of tests used to assess school readiness in preschool children from low income families.
- Parent reports have been found to provide additional predictive variance to later reading assessments, over and above direct assessment measures.
- Short set of interview items with national comparison available from NHES. Good face validity but reliability is marginal. Evidence of differential responding by minority parents.
- Scores are given as raw scores.