

APPENDIX J

PAVE Fidelity Rating Scale
(Numbers based on ½-day observation.)

Component 1: CAR Talk

	Low Implementation	(Medium)	High Implementation
Aspect or Dimension			
1. Teacher Reads Aloud			
1a. Number:	0 read alouds		3 read-alouds (min.: 1 large grp.; 2 small grp)
1b. Quality:	Poor	Moderate	Good
2. Book walk			
1a. Number:	None No book walks	Some Book walk for some books read aloud	All Book walk for all books read aloud
1b. Quality			
3. Questions			
3a-1. C Competence: comprehension-focused	0 question	1 question	2+ questions
3a-2. C Competence: motivation-focused	0 question	1 question	2+ questions
3b-1: A Abstract: inference/prediction	0 question	1 question	2+ questions
3b-2: A Abstract: (off-topic) / motivation-focused	0 question	1 question	2+ questions
3c-1: R Relational: making the abstract concrete	0 question	1 question	2+ questions
3c-2: R Relational: motivation-focused	0 question	1 question	2+ questions
4. Vocabulary			
4a. Number	0 new words		5+ words
4b. Quality	Insufficient support on all words	Sufficient support on ½ words introduced	Sufficient support on all words introduced
5. Grouping			
5a. Full-group	0 whole-group read-aloud		At least 1 whole-group read-aloud
5b. Small group	0 small-group read-alouds	1 small-group read-aloud	At least 2 small-group read-alouds

Component 2: Building Bridges

	Low Implementation		High Implementation
Aspect or Dimension			
1. Conversations: Overall (at least 5 min/conversation with <6 children in group)			
1a. <u>Number of children</u> in 5-min. conversation with teacher, either individually or in small group.	0 children	1, 2, 3, 4 children (circle)	5 or more children
1b. <u>Quality</u> (<i>minimum: 4 turns; teacher maintains child-initiated topic; not primarily didactic in nature; topic progression</i>)	Primarily didactic/Q&A style; teacher does not extend child topics; never more than 2 turns	Some characteristics of rich conversation, but not all	Rich conversation: not didactic Q&A; teacher extends child topics; spans <i>at least</i> 4 turns.
2. Group Size for conversations			
	All conversations in groups of >5 children	Some in <6?	All conversations in groups of <6 children
3. Child Initiates /chooses			
	0 conversations are child-initiated or have child-selected topics	Conversations with 1, 2, 3, 4 children are child-initiated or on child-selected topic (circle #)	Conversations with at least 5 of the children are child-initiated or topic is child-selected
4. Active Listening (face-to-face, side-by-side w/joint attention, crouch down to child's level, sufficient wait time...)			
	No active listening (teacher)	In some conversations	Teacher/adult demonstrated active listening in all conversations with children.
5. Modeling Complex Language			
5a. Extension	Teacher/adult never extends children's statements	Teacher/adult extends statements of fewer than 5 children	Teacher/adult extends statements of at least 5 children
5b. Expansion	Teacher/adult never expands children's statements	Teacher/adult expands statements of fewer than 5 children.	Teacher/adult expands statements of at least 5 children.
5c. Recasting	Teacher/adult never recasts children's statements	Teacher/adult recasts statements of fewer than 5 children.	Teacher/adult recasts statements of at least 5 children.
6. Use of open-ended questions			
	No open-ended questions used	Asks fewer than 5 children open-ended questions.	Asks at least 5 children open-ended questions
7. Tracking system used for monitoring teacher's conversation with every child in class			
	No tracking system	In-progress / development of tracking system; or, system developed but not used effectively	Tracking system in place and used to ensure conversations with every child

Component 3: Vocabulary Enhancement Activities

	Low Implementation		High Implementation
Aspect or Dimension			
1. Teacher / adult re-reads books	No books read aloud twice (or no previously-read book is read again)		At least one book read aloud that teacher had previously read to children
2. Teacher / adult reads books interactively	No interactive book reading observed	Some interactive book reading observed	All observed book reading (read-aloud by adult) was interactive (or, if >1, at least one book reading was interactive?)
3. Quick definitions for target words from books used	No “quick definitions” of words from books used.	Quick definitions used for 1, 2, 3, 4 target words (circle).	“Quick definitions” for 5+ words used.
4. Novel-name-nameless (N3C) strategy used.	N3C strategy not observed.	N3C strategy observed for 1, 2, 3, 4 target words (circle).	N3C strategy used for 5+ words.
5. Vocabulary Extension Activities*	No vocabulary extension activities observed with children.	25% of children were involved in vocabulary extension activities.	50+% of children were involved in vocabulary extension activities.