



Link research to *assessment and intervention* in language, literacy, and learning behavior



Take advantage of a two-in-one tool for a broad range of uses

The OLAI-2 continues the OLAI tradition of using quick, simple criterion-referenced assessment tasks to evaluate language, literacy, and learning behavior so you can implement effective intervention. Even better, a new format for the included instructional activities allows you to integrate these ready-to-use activities into your daily work immediately.

Designed for an expanded age range (PreK–Grade 6), the OLAI-2 provides an integrated system that offers you a new look at how students learn and use language and what you can do to support their learning.

Speech-language pathologists, Reading Recovery® teachers, general and special educators, and administrators alike will find the OLAI-2 widely useful for both assessment and intervention.

Use the assessment portion for:

- RTI Tier 2 or 3 probing before/during/after intervention
- Progress monitoring of behavioral performance
- As one part of a diagnostic assessment process

In general, the assessment portion helps you to identify an appropriate OLAI Relative Stage of Language Acquisition that is typical for a child learning English and understand how the student's learning behaviors may affect the process of mastering English and its use. Special considerations for ELL students are woven throughout the manual.

Use the intervention portion for:

- Any tiered or supplemental instructional support in general education, including an RTI program
- Individual or small group special education intervention

The step-by-step intervention activities help you to guide language, literacy, and learning behavior interactions to increase opportunities for students to talk about text as well as enhance the student's ability to read and write for meaning. The OLAI-2 offers a broad focus on listening, speaking, reading, and writing for daily interactions with students.

Materials to help make your job easier

The OLAI-2 complete kit (PreK–Grade 6) contains:

- Revised manual—including assessment and intervention activities all in one place, plus a case study at each grade range
- Picture cards for narrative and expository text tasks
- Six sets of easy-to-use record forms (Forms A, B, and C for each grade range)

The OLAI-2 includes both oral language and emergent literacy/ literacy content areas that are easy to use for professionals and engaging for students. **For the assessment, content is divided into two groups:**

PreK–Grade 3 Sections:

- Phonemic Awareness
- Print Concepts
- Repeated Sentences
- Story Retelling
- Learning Behavior

Grades 4–6 Sections:

- Phonemic Awareness
- Repeated Sentences
- Expository Reading
- Expository Writing
- Learning Behavior

The OLAI-2 offers three forms for each grade range (Forms A, B, and C). **Using different forms across your intervention program enables:**

- Easy comparison of performance from separate administrations
- Reduced practice effect
- More frequent probing of content areas over time (e.g., a 12-week intense intervention program or a full year of curriculum teaching)

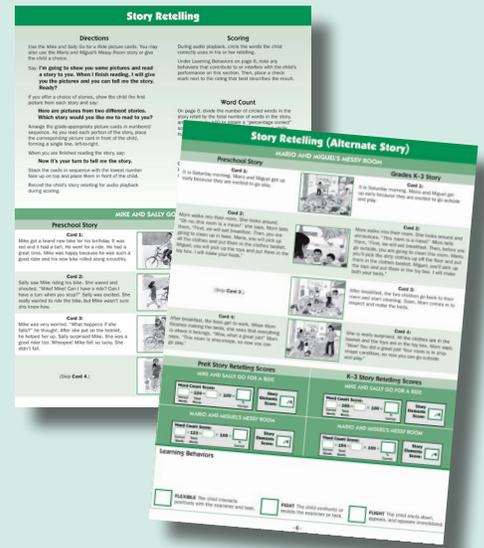
Simplified procedure generates at-a-glance Performance Profile

To make the most of your time, the OLAI-2 requires only a simple calculation of percentage correct and an assessment of learning behavior for each section. Then, the OLAI-2 Performance Profile allows you to interpret the appropriate OLAI Stage of Language Acquisition for each section and for the total performance, if appropriate.

The Performance Profile gives you an at-a-glance view of both language-and literacy-based skills, plus key information about the student's learning behavior—so you can address both of these areas in your intervention or instruction.

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Materials

Complete PreK–Grade 6 Kit
0158130316

PreK–Grade 3 Kit
0158130324

Grades 4–6 Kit
0158130332

“When students struggle to acquire higher levels of literacy, it is critical to make a broad assessment of their language development and learning behavior and tie the results to consistent, targeted intervention.”

— Lance M. Gentile, PhD

