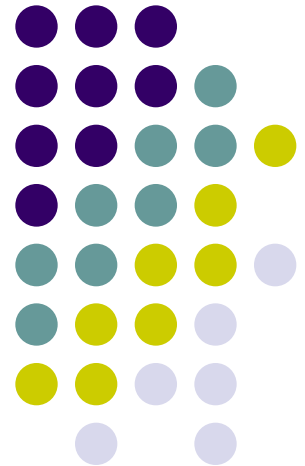


Linking Early Literacy Assessments to Reading MCA-II Performance

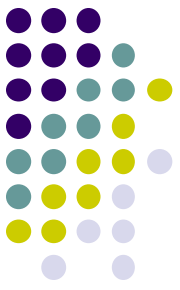
David Heistad

Mary Pickart

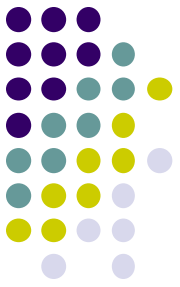
Alex Chan



Early Literacy is Critical for Future Academic Success



Assessment based on the National Reading Panel



Phonemic Awareness

Phonics

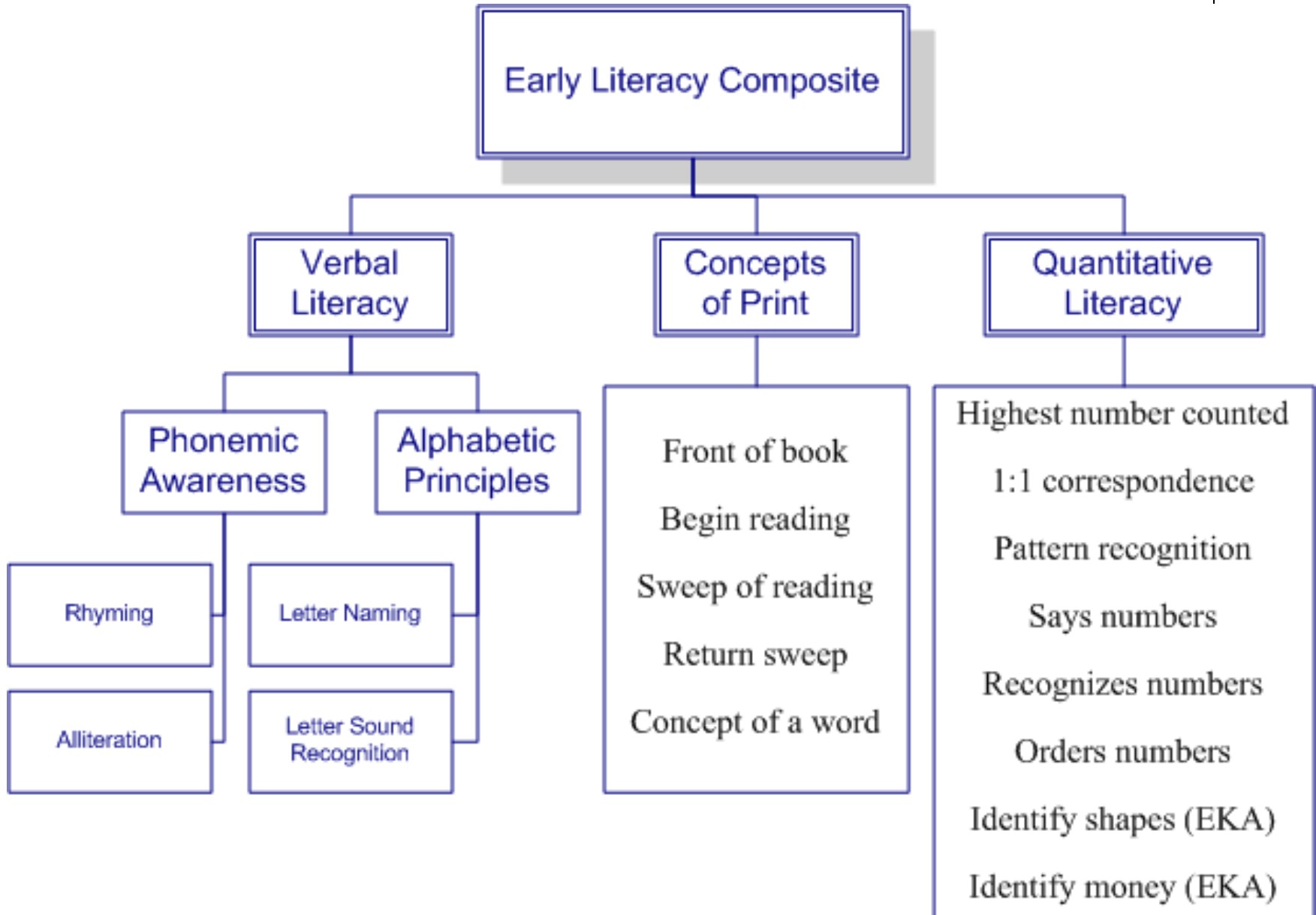
Fluency

Text Comprehension

Vocabulary

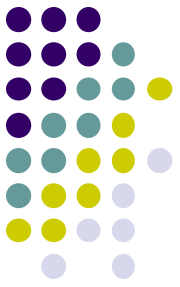


Structure of BKA/EKA



Kindergarten Assessment

Fall to Spring Literacy Domains



Fall

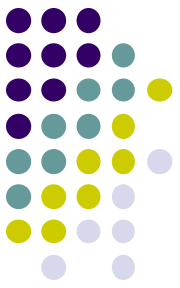
- picture vocabulary (IGDI)
- rhyming (IGDI)
- concepts of print
- oral comprehension
- sound recognition
- letter naming
- alliteration (IGDI)

Spring

- picture vocabulary
- rhyming
- concepts of print
- oral comprehension
- sound recognition
- letter naming
- alliteration
- oral Reading fluency

Go to pdf:

http://rea.mpls.k12.mn.us/assessment_overviewkind_summary_fall_2010_with_2009_bench_2.pdf



Origin of BKA items

- Curriculum-based measures of letter naming, letter sounds, number naming from MPS, Dr. Doug Marston
- Oral Reading Comprehension from the Illinois Snapshot of Early Literacy (ISEL)
- Concepts of Print adapted from Marie Clay
- Vocabulary, rhyming, alliteration from the Individual Growth and Development Indicators (IGDI)

Individual Growth and Development Indicators (IGDIs) – Version I



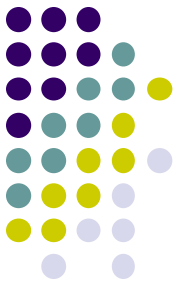
- Developed by the University of Minnesota by Dr. Scott McConnel (smcconne@umn.edu) and Dr. Mary McEvoy
- In the public domain and can be found at <http://ici2.coled.umn.edu/ecri/>

Alliteration (2 minutes)



- Training
 - “We’re going to look at some pictures and find the ones that start with the same sound.”
 - “Listen to me. I’m going to say the names of these pictures, and find 2 that start with the same sound.” Point to and name **d-door, d-dice**
- Sample Items
 - “Now lets do one together. First, it’s my turn.”
 - Hold **Sample 2** in front of the child, Point to the one that starts with the same sound as **h-hat**.
- Test Administration
 - “**Now let’s do some more...**

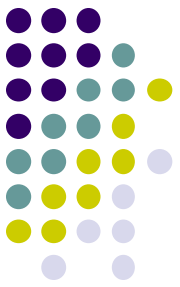
Kindergarten Benchmarks



MCA-II on Course and Kindergarten Benchmarks

MCA-II Grade 3 Reading	Fall Phonemic Awareness	Fall Alphabetic Principle	Winter Onset Phoneme	Winter Letter Sound	Spring Phonemic Awareness	Spring Alphabetic Principle
Does not meet the standard	0-5	0-2	0-11	0-7	0-16	0-37
Partially meets the standard	6-9	3-6	12-17	8-14	17-21	38-53
Meets or Exceeds the standard	10+	7+	18+	15+	22+	54+

Predictive Validity of the Minneapolis Public Schools Beginning of Kindergarten Assessment (BKA)

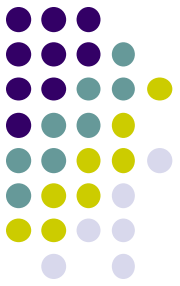


Measures (MPS Beginning of Kindergarten Assessment) N= 1674	9 months later (EKA Total Literacy)	1.75 years later (Gr. 1 Oral Reading)	2.75 years later (Gr. 2 MAP Reading)	3.75 years later (Gr. 3 MCA Reading)
Alphabetic Principle	.74	.71	.64	.58
- letter names	.74	.71	.64	.52
- letter sounds	.66	.60	.54	.50
Phonological Awareness	.70	.60	.63	.63
- initial sounds	.63	.58	.57	.57
- rhyming	.65	.53	.59	.58
Vocabulary				
- picture naming	.61	.47	.54	.52
Listening Comprehension	.63	.52	.65	.67
Concepts of Print	.55	.49	.55	.57
Total Literacy	.81	.74	.70	.65

Kindergarten Teachers Who Beat the Odds



- Identified Empirically Using Value-added
 - End of Kindergarten Assessment Results as predicted from Beginning of Kindergarten, Poverty, ELL, Special Education, Gender, Age, and Racial/Ethnic background.
 - Ten top teachers were interviewed and video taped



More information

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Examples of BKA items with current benchmarks:

http://rea.mpls.k12.mn.us/uploads/kind_summary_fall_2010_with_2009_bench_2.pdf