INSTRUCTOR’S GUIDE

IGDIs – Early Literacy

1\textsuperscript{st} Edition
IGDIs-Early Literacy (EL), originally “Get It Got It Go!” or “Individual Growth & Development Indicators”, were developed by Scott McConnell, Ph.D., of the College of Education and Human Development (CEHD) at the University of Minnesota under the Early Childhood Research Institute on Measuring Growth and Development (ECRI-MGD).
Research Background

How can parents and teachers promote healthy development of young children? That was the question in mind when the Early Childhood Research Institute on Measuring Growth and Development was launched by the Universities of Minnesota, Kansas, and Oregon in 1996. Dr. Scott McConnell and the late Mary McEvoy, educational psychology professors, were the Institute’s lead researchers at the University of Minnesota. While the University of Oregon created DIBELS for children ages 5-8 and Kansas University produced the Infant and Toddler Individual Growth & Development Indicators (IGDIs) for children birth to 3, the University of Minnesota developed IGDIs: a comprehensive, individualized measurement system for tracking the growth and development of children with and without disabilities from ages 3-5.

The IGDIs-EL test measures, also referred to as Get it Got it Go!, are examples of General Outcome Measures (GOMs) and have since been evaluated empirically in a series of studies (including Master’s and Doctoral theses) with special attention to reliability and validity indices when used with preschool children. Shown to be psychometrically sound, IGDIs-EL have been trusted by teachers and fellow researchers from across the country. As of 2004, more than 35% of Early Reading First grantees used these measures to assess child language and literacy outcomes. Today, IGDIs-EL have been used by over 11,000 schools and tested over 180,000 preschool children.
How It Works
Step-by-Step Process

**PREPARATION**

- Get familiar with the assessment materials.
- Carefully read through the Administration Instructions.
- Start by practicing how to administer IGDIs-EL.
- Get familiar with your myIGDIs account at myIGDIs.com.

**ADMINISTRATION**

- Administer IGDIs as outlined in the Administration Instructions.
- Tally the number of correct responses for each test measure.
- Enter the data into your online account at myIGDIs.com.
- *Repeat the administration of IGDIs-EL on a regular schedule and start tracking the progress of your children’s performance.*

**EVALUATION**

- Generate student reports with the myIGDIs online services.
- Differentiate instruction and form data-based decisions.
- Frequently monitor progress throughout the year.
- Communicate performance with parents.
Test Measures

Picture Naming
Format: A child is presented with images of objects commonly found in preschoolers' natural environments (i.e., home, classroom, community) one at a time, asking a child to name the pictures as fast as possible. Categories of objects used in this format include animals, food, people, household objects, games, sports materials, vehicles, tools, and clothing. After providing a set of sample items, the examiner asks the child to look at each card and name it as quickly as possible. After exactly one minute, the examiner stops the activity and counts the total number of pictures named correctly.

Rhyming
Format: A child is presented with stimulus cards that include a target photo or line drawing at the top of each card (e.g., bees) and a set of three images/drawings in a row at the bottom of each card (e.g., pants, gate, cheese), one of which rhymes with the target image. The examiner points to and names each of the images, then asks the child to identify the one that sounds the same as (or rhymes with) the top, target image. The task continues for a total of two minutes. The score generated from this format is the number of pictures the child correctly identifies.

Alliteration
Format: A child is presented with stimulus cards that include one target image at the top of each card (e.g., rain) and a set of three images in a row at the bottom of each card (e.g., house, rake, pig), one of which starts with the same sound as the target image. The examiner points to and names each of the images, then asks the child to identify the one that starts with the same initial sound as the top, target image. The task continues for a total of two minutes. The score generated from this format is the number of pictures the child correctly identifies.

Online Reporting
After you’ve received your assessment materials, go to www.myIGDIs.com to create or login to your account. Please contact your program director to determine if your school already has an account.

myIGDIs are web-based data management and reporting services that are dedicated to monitoring your student’s growth and development. Use these
online tools for continuous progress monitoring and collaborative decision making to help ensure your children are reaching important achievement standards and school readiness goals. Screen for developmental delays, measure effectiveness of instructional changes, and form data-driven decisions that align with long-term outcomes.

**Standardization & Preparation**

**Standardization**

Standardization of administration procedures, which includes: administering sample items, timing, appropriate prompting - is critical for generating accurate results.

By standardizing, we mean that IGDIs-EL are administered in exactly the same way, for each child, across different assessment periods. This assures that the measures are administered accurately and reliably. Standardized administrations will minimize any systematic or unnecessary error. By standardizing, we are increasing the accuracy or reliability of our scores from one administrator to the next, from one child to the next, and for an individual child's scores from time A to B to C to D.

Each of the three indicators comes with a set of administration instructions. On the administration cards, **bold** print indicates exactly what the examiner should say. To standardize each administration:

1. **Always Begin with Sample Items** – If the child meets the criteria indicated in the sample items, move to administration. These criteria provide an indication of whether a child (a) understands the task at hand and (b) has sufficient skills for continuing with the administration.

Discontinue criteria are provided for the picture naming, rhyming, and alliteration indicators. For example, the discontinue criteria for picture naming is as follows: The child is administered four sample cards (baby, bear, apple, cat). The administrator should stop administration if the child does not name all four of these pictures correctly.

2. **Timing** – Each indicator should be administered using the timer provided according to the exact time specified in the instructions.
3. Prompting – During the timed administration (not referring to sample card administrations) it is important not to prompt or provide feedback for correct or incorrect responses. Reinforcing statements such as "great," "good job," etc. are encouraged. However, feedback should not correspond to correct or incorrect responses made during administration (e.g., "that was right" or "that was wrong").

*Be careful not to provide corrected feedback during administration.*

**Preparation for Administration**
Perform each test as outlined below. However it is not required to deliver the measures in the following order.

**Materials**
- Stimulus Cards
- Administration Instructions
- Timer
- Form for Recording Scores

**Guidelines**
- Sit with child in a quiet area where the cards can be displayed in front of the child.
- Remember your copy of the instructions to read from during administration.
- Shuffle cards before each administration.
- Be sure to present the sample cards first, before the test administration. The test administration is timed.
- Be sure to follow the directions exactly as they are written.
- Write down the number of correct answers on the recording form, immediately after completing each test administration. Do not include sample responses.
- Use the timer provided and pay close attention to the time of each test.

It is important to note that rhyming and alliteration can sometimes be confusing or misinterpreted by children (ages 3-5), especially when the tests are administered back-to-back. For this reason it is important to read the instructions to the children slowly and clearly for these two test measures.
Administration Instructions

Picture Naming – (Expressive Language)

Setup
Picture naming has four sample cards labeled A-D. These cards are kept separately from the rest of the set and are used at the beginning of every test administration. These sample cards are given in the same order (A, B, C, D) each time. The remaining cards (96) are shuffled before each administration so that they are presented in random order.

The deck of cards is placed on the table in front of the administrator and each card is presented one at a time to the child. For scoring purposes, after administration of each card, place correct (“right”) cards in the horizontal position, while incorrect cards should be placed vertically.

Picture naming is a 1 minute timed task (the four sample cards are not included in the 1 minute). You are ready to begin.

Sample Administration for Picture Naming

Procedure
1. Find the four sample cards. Always use the same sample cards, even if you are re-administering the test.
2. Say, “I’m going to look at these cards and name these pictures. Watch what I do.”
3. Look at and clearly name the four sample cards while the child observes.
4. Say, “Now you name these pictures.”
5. Show the sample cards to the child in the same order as you named them, and give the child an opportunity to name each picture.
6. Praise the child for naming the picture correctly; otherwise, provide the correct picture name. If the child responds in a different language, say “This is also called a (picture name). Call it a (picture name).”
7. Continue on to test administration only if the child names all four pictures correctly, in English. Write “NA” on the recording form if you don’t continue administration.
Test Administration for Picture Naming

Remember

- This is a timed, 1 minute task. Be sure to watch the timer.
- Shuffle cards prior to each administration. But, don’t include the sample cards.
- After the child responds, place correct (“right”) cards in the horizontal position, while incorrect (or skipped) cards should be placed vertically.

Procedure

1. Say, “Now we’re going to look at some other pictures. This time, name them as fast as you can!”
2. Start the timer and immediately show the first card to the child.
3. If the child does not respond within 3 seconds, point to the picture and say: “Do you know what that is?” or “What’s that?”
4. If the child still does not respond within an additional 2 seconds, show the next card.
5. As soon as the child names a picture, show the next card.
6. After 1 minute, STOP showing cards to the child. Record the total number of correctly named pictures on the recording form (do not include correct responses from sample items).
7. Enter your results at myigdis.com.

Rhyming – (Early Literacy)

Setup

Rhyming has two sample cards labeled A and B. These cards are kept separately from the rest of the set and are used at the beginning of every test administration. These sample cards are given in the same order (A, B) each time. In addition, choose four cards randomly from the deck. These four cards will also serve as sample or learning cards prior to the timed administration and are not scored. The remaining cards are shuffled before each administration so that they are presented in random order.

The deck of cards is placed on the table in front of the administrator and each card is presented one at a time. For scoring purposes, after administration of each card, place correct (“right”) cards in the horizontal position, while incorrect cards should be placed vertically.
Rhyming is a 2 minute timed task (Administration of the six sample cards is not included in the 2 minutes). You are ready to begin.

Sample Administration for Rhyming

Procedure for Sample Cards 1 & 2 (Task Demonstration)
1. Find the two sample cards. Always use the same cards for sample items 1 and 2, even if you are re-administering the test.
2. Say, “We’re going to look at some pictures and find the ones that sound the same. They rhyme.”
3. Point to and name each picture on Sample Card A and say, “My turn: bees, pants, gate, cheese.”
4. Say, “Now I will find two that rhyme.” Point to the pictures of bees and cheese and say, “Bees, cheese—these two sound the same. They rhyme. Bees, cheese.”
5. Say, “Let’s do another.” Point to and name each picture on Sample Card B and say, “My turn: star, jacks, car, horse.”
6. Say, “Now I will find two that rhyme.” Point to the pictures star and car and say, “Star, car—these two sound the same. They rhyme.”

Procedure for Sample Cards 3 & 4 (Corrected Feedback)
1. Say, “Let’s do one together. First, it’s my turn.” Point to and name each picture.
2. Say, “Now it’s your turn. Point to the one [sweep finger across three pictures at bottom of card] that rhymes or sounds the same as _____ [point to and say the name of the top picture].”
3. If the child responds incorrectly, say, “_____ [point to and say the name of the bottom picture] sounds the same as _____ [point to and say the name of the top picture].”
4. Repeat steps 1-3 for sample item 4.

Procedure for Sample Cards 5 & 6 (Uncorrected Feedback)
1. Say, “Let’s do some more. Remember, you point to the picture that rhymes or sounds the same as the top picture.” Point to and name each picture.
2. Sweep finger across three pictures at bottom of card and say, “Point to the
one that sounds the same as ____ [now point to and name top picture].

3. Repeat steps 1 and two for sample 6.
4. If the child responded correctly to at least two cards in sample items 3-6, proceed with testing. Otherwise, stop after the sample items and record “NA” for the child’s score.

Test Administration for Rhyming

Remember
- This is a timed, 2 minute task. Be sure to watch the timer.
- Shuffle cards prior to each administration. But, don’t include the sample cards.
- After the child responds, place correct (“right”) cards in the horizontal position, while incorrect (or skipped) cards should be placed vertically.

Procedure
1. Say, “Now let’s do some more. Remember, you point to the picture that rhymes or sounds the same as the top picture.”
2. Start the timer and immediately show the first card to the child.
3. Point to and name each picture on the card.
4. Sweep finger across three pictures at bottom of card and say, “Point to the one that sounds the same as _____ [now point to and name top picture].”
5. If the child does not respond within 3 seconds, say, “Which one sounds the same as_____ [point to top picture]?“
6. If the child still does not respond within an additional 2 seconds, show the next card.
7. As soon as the child points to or names a picture, show the next card.
8. After 2 minutes, STOP showing cards to the child. Record the total number correct on the recording form (do not include correct responses from sample items).
Alliteration – (Early Literacy)

Setup
Alliteration has two sample cards labeled A and B. These cards are kept separately from the rest of the set and are used at the beginning of every test administration. These sample cards are given in the same order (A, B) each time. In addition, choose 4 cards randomly from the deck. These four cards will also serve as sample or learning cards prior to the timed administration and are not scored. The remaining cards are shuffled before each administration so that they are presented in random order.

The deck of cards is placed on the table in front of the administrator and each card is presented one at a time. For scoring purposes, after administration of each card, place correct (“right”) cards in the horizontal position, while incorrect cards should be placed vertically.

Alliteration is a 2 minute timed task (Administration of the six sample cards is not included in the 2 minutes). You are ready to begin.

Sample Administration for Alliteration

Procedure for Sample Cards 1 & 2 (Task Demonstration)
1. Find the two sample cards. Always use the same cards for sample items 1 and 2, even if you are re-administering the test.
2. Say, “We’re going to look at some pictures and find the ones that start with the same sound.”
3. Say, “I’m going to say the names of these pictures, and find two that start with the same sound.” Point to and name each picture for Sample Card A, emphasizing the first sound without separating the sound and without distorting the sound of the word: “door, dice, fish, plates.”
4. Say, “Now I will find two that start with the same sound.” Point to the top picture and say, “door.” Then point to the picture of dice and say, “Dice, these two start with the same sound: door, dice.”
5. Say, “Now let’s do another.” Point to and name each picture on Sample Card B, emphasizing the first sound without separating the sound and without distorting the sound of the word: “hat, moon, horse, tree.”
6. Say, “**Horse** [emphasize the first sound and point to horse] **starts with the same sound as hat** [emphasize the first sound and point to the hat].”

**Procedure for Sample Cards 3 & 4 (Corrected Feedback)**
1. Begin with sample item 3, “**Now let’s do one together. First, it’s my turn.**” Point to and name each picture.
2. Say, “**Now it’s your turn. Point to the one** [sweep your finger across three pictures at bottom of card] **that starts with the same sound as _______** [point to and say the name of the top picture].”
3. If the child responds incorrectly, say, “______ [point to and say the name of the bottom picture] **starts with the same sound as _______** [point to and say the name of the top picture].”
4. Repeat steps 2 and 3 for sample item 4.

**Procedure for Sample Cards 5 & 6 (Uncorrected Feedback)**
1. Say, “**Let’s do some more. Remember, you point to the picture that starts with the same sound as the top picture. My turn.**”
2. Name the pictures and sweep your finger across three pictures at the bottom of the card and say, “**Point to the one that starts with the same sound as _______** [point to and name top picture].”
3. Repeat steps 1 and 2 for sample item 6.
4. If the child responded correctly to at least two cards in sample items 3-6, proceed with testing. Otherwise, stop after the sample items and record “**NA**” for the child’s score.

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**Test Administration for Alliteration**

**Remember**
- This is a timed, 2 minute task. Be sure to watch the timer.
- Shuffle cards prior to each administration. But, don’t include the sample cards.
- After the child responds, place correct (“right”) cards in the horizontal position, while incorrect (or skipped) cards should be placed vertically.

**Procedure**
1. Say, “**Now let’s do some more. Remember, you point to the picture that starts with the same sound as the top picture.**”
2. Start the timer and immediately show the first card.
3. Point to and name each picture.
4. Sweep your finger across three pictures at bottom of card and say, “Point to the one that starts with the same sound as _______ [point to and name top picture].”
5. If the child does not respond within 3 seconds, say, “Which one starts with the same sound as_______ [point to and name top picture]?”
6. If the child does not respond within an additional 2 seconds, show the next card.
7. As soon as the child points to (or names) a picture, show the next card.
8. After 2 minutes, STOP showing cards to the child. Record the total number of correctly named pictures on the recording form (do not include correct responses from sample items).
Accurate Administration Checklist

It is important to administer each test accurately and consistently to maintain meaningful test results. Each test indicator has a list of details necessary for the administrator of the test to perform the task properly. These lists can be found on the back of each (5”x7”) indicator title card. Follow these checklists and use them before/after each time you administer IGDIs.

Read over the Standardization and Preparation instructions for more explanation on why accurate administration is important.

Disclaimer

MYIGDIS SHOULD BE USED FOR ASSESSMENT PURPOSES ONLY
myIGDIIs are indicators or assessment tools. Therefore, they are not meant to be used as flashcards, or as instructional aides. In order to facilitate children's language development or rhyming skill, there are many things one can do, such as reading books, singing rhyming songs or playing rhyming games, etc. myIGDIIs should be used for assessment purposes only and not for teaching purposes.