The most reliable assessments in Pre-K

Research-based early childhood assessment solutions for MTSS & RTI

myigdis.com | 612-466-4980 | info@myigdis.com
More than **one-third** of America’s children enter Kindergarten lacking the skills crucial to school success.

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**Our Story**

Early Learning Labs represents the product of **two decades of research and innovation at the University of Minnesota** – research conducted by a team I’ve been honored to help lead, and that has included talented educators, researchers, and practitioners. With the goal of doing high-quality research that leads to effective and “do-able” practice, our team offers early childhood educators and care-providers with evidence-based solutions for their classrooms.

We know that developing skills crucial to school success begins in preschool – and we know that more than one-third of America’s young children enter kindergarten without some of these important skills. It’s our mission to address this issue head-on, and give early educators tools that help improve outcomes for all children.

Our early childhood assessment program, **myIGDIs**, helps early childhood educators identify children at-risk of poor learning outcomes **early** and monitor development goals **often**.

We look forward to working with you!

Sincerely,

Scott McConnell, PhD

*Founder of Early Learning Labs, Co-creator of IGDIs & Professor of Educational Psychology at the University of Minnesota*

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**Research Background**

The initial research and development of IGDIs was conducted at the University of Minnesota in the late ‘90s, based on over a decade of previous research in measurement procedures.

Funded by federal research grants, the IGDIs have since been redesigned and evaluated empirically in a series of studies with special attention to reliability and validity indices. Shown to be psychometrically sound, IGDIs are now trusted by teachers and researchers across the country.
Individual Growth & Development Indicators (IGDIs), a set of screening & progress monitoring tools for tracking the growth and development of preschool-aged children on the pathway to Kindergarten.

Scientifically validated for identifying children who are experiencing difficulties acquiring fundamental skills necessary for academic success, IGDIs can also be used to measure developmental gains and inform instructional needs of individual children.

- Psychometrically sound; valid, reliable and sensitive to growth.
- Quick & standardized administration; about 10 min/child.
- Age appropriate & aligned with long-term outcomes.

Supported by 20+ years of federally-funded research.

As part of a multi-tiered system of supports in early childhood settings, IGDIs were designed to inform decisions about whether children are demonstrating adequate levels of performance given the general level of instruction (Tier 1), or if their performance indicates a need for more intense levels of instruction (Tier 2/3).

- Identify struggling learners
- Inform & differentiate instruction
- Monitor progress over time

**Data-driven Systems for Kindergarten Readiness**

**Designed to support MTSS/RTI**
EARLY LITERACY ASSESSMENTS

Built upon a solid foundation of research conducted at the University of Minnesota, the IGDIs of Early Literacy utilize a direct-child approach to monitoring language & literacy development.

Quick - 10 min/child
Universal Screening & Progress Monitoring
Item Response Theory – test construct for high precision mapping

Measures (English)

- Picture Naming – oral language
- Rhyming – phonological awareness
- Alliteration – phonological awareness
- Sound ID – alphabet knowledge
- ‘Which One Doesn’t Belong?’ – comprehension

Screening & Progress Monitoring on iPads!

- No more manual scoring!
- On-demand reports!
- Real-time results!

* Currently only available for administering the Early Literacy measures (in English).

NOW AVAILABLE IN SPANISH!

IGDIs-Español are a set of new, evidence-based early literacy screening measures designed for use with Spanish-English bilingual students in the pre-Kindergarten year. IGDIs-Español are different from other measures of Spanish early literacy in that they are NOT translations of English measures. Instead, they are designed to capture how Spanish develops as a construct complementary to English. It’s important that SE-DLL children are assessed in both languages.

Measures (Spanish)

- Picture Naming – oral language
- Expressive Verbs – oral language
- First Sounds – phonological awareness
- Sound ID – alphabet knowledge
- Letter ID – alphabet knowledge

* Administrators must be fluent in Spanish.
Developed at the University of Memphis, the **IGDIs of Early Numeracy** enable early childhood instructors to collect screening and progress monitoring results regarding early mathematics and number skill acquisition.

### Measures
- Oral Counting
- Number Naming
- Quantity Comparison
- 1-to-1 Correspondence Counting

### Quick - 10 min/child

### Universal Screening & Progress Monitoring

### Curriculum Based Measurement – direct link from data to instruction

**View Comprehensive Reports Online**

Generate individual, group, class, school, and district reports to visually represent status and progress. Quickly translate test data to Tier level recommendations for targeting intervention and share reports with caregivers to help explain developmental gains or delays.

**Support & Improve Family Engagement**

Capture performance “snapshots” and create children’s progress reports that can be shared with families.

“**myIGDIs provide a simple, effective way for teachers to assess the development of children, translate that learning into work with individual children, and discuss developmental gains or concerns with parents.**”

- Carol Miller, Deputy Director of Early Childhood for Minneapolis Youth Coordinating Board in Minneapolis, MN
Social/Emotional Assessments & More

We are excited to announce the **Profile of Preschool Learning & Developmental Readiness (ProLADR)**, an authentic assessment designed to ensure school-readiness across a range of learning domains developmentally significant in early childhood.

The ProLADR allows educators to support a more comprehensive evaluation of child development, involving teacher observation and targeting a broad range of skills.

Using a teacher rating scale, the ProLADR is grounded in a series of semi-structured observations that produce child-level information intended to complement the direct-child measures (IGDIs) – giving educators and parents a multi-dimensional evaluation of a child’s growth & developmental needs.

**Aligned with Standards across Multiple Domains**

ProLADR & IGDIs are aligned with academic standards as defined by the **National Institute for Early Education Research (NIEER)** and the **Head Start Child Development and Early Learning Framework**.

In concert, these assessment tools support each of the 5 learning domains (and more) important to school readiness as established by the National Conference of State Legislatures (NCSL).
Customized, Job Embedded Professional Development

Convenient, Informative & Educator-friendly Trainings

We provide support for assessment and MTSS/RTI implementations of all sizes & varieties – whether it’s for a single classroom or part of a large-scale initiative. Here’s how we can help:

- **Implementation planning**
- **Staff training & onboarding**
- **Ongoing support to ensure a successful & sustainable roll-out**

“**We believe IGDIs will change the types of conversations we have with school administrators, teachers, and communities, allowing us to show a clear connection between preschool experiences and later school achievement.**”

- Jerry Gruba, Regional Director of Early Childhood at Heartland Area Education Agency 11 in Johnston, IA
Are your children on the pathway towards Kindergarten readiness?

Speak with a specialist to learn more or start planning your assessment implementation...

→ call 612-466-4980
→ email info@myigdis.com
→ go to myIGDIs.com

Our Impact So Far...

13,000+ schools
350,000+ students
50 states