Special Recognition of the myIGDIs Early Literacy+ Authors

The Individual Growth & Development Indicators of Early Literacy were originally developed by Drs. Scott McConnell, Tracy Bradfield, Alisha Wackerle-Hollman and Michael Rodriguez of the Center for Response to Intervention in Early Childhood at the University of Minnesota under grant funds from the Institute of Education Sciences.

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## Contents

Background .................................................................................................................. 1
Description of Measures .............................................................................................. 2
Administration Sets .................................................................................................... 4
  Administration Windows ............................................................................................ 4
  Screening Benchmarks .............................................................................................. 4
Standardization & Preparation .................................................................................. 5
  Standardization ........................................................................................................ 5
  Discontinue Criteria .................................................................................................. 5
  Suggested Order of Administration ........................................................................ 5
  Preparation for Administration ............................................................................... 6
Administration Instructions ....................................................................................... 7
  Picture Naming ......................................................................................................... 7
  Rhyming .................................................................................................................. 9
  Sound Identification ................................................................................................. 11
  ‘Which One Doesn’t Belong?’ ................................................................................ 13
  Alliteration ............................................................................................................... 15
Addressing Specific Child Behaviors ......................................................................... 17
Disclaimer .................................................................................................................. 18
Copyright Notice ........................................................................................................ 18
**Background**

In 1998, the “Individual Growth and Development Indicators of Early Literacy” were developed to monitor early literacy development of preschool-aged children. More recently, these tools have been extensively redesigned, developed, and evaluated to address some of the technical issues of the first edition. The outcome: myIGDIs Early Literacy+.

myIGDIs Early Literacy+ are measures of early literacy development that have been designed under the auspices of the University of Minnesota and Center for Response to Intervention in Early Childhood to support the identification of students requiring additional levels of intervention in the key early literacy domains of oral language, phonological awareness, alphabet knowledge, and comprehension. Most significantly, the new measures were constructed with Item Response Theory and are closely aligned with important instructional decisions that need to be made.

As part of a larger model of RTI in early childhood programs, myIGDIs Early Literacy+ were developed 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” or “Tier 3”).

**Version Notice**

*These assessment measures are the second edition of the “Individual Growth and Development Indicators” (IGDIs). The original IGDIs, sometimes referred to as “Get It, Got It, Go!” were first developed in 1998. The measures described here were completed in 2012 and are intended for identification/screening purposes.*
Description of Measures

Picture Naming

Setup
Picture Naming includes four sample items labeled Sample A-D, followed by 15 test items. Items are always presented in order.

During administration, present each card one at a time by holding the card up in front of you to show the pictures to the child.

Scoring
The only correct response is the word(s) printed on the back of the card. If the child indicates they don’t know or provides no response, score the response as incorrect. Record the number of correct responses under “Cards Correct” on your record form.

Rhyming

Setup
Rhyming includes four sample items labeled Sample A-D, followed by 15 test items. Items are always presented in the same order.

During administration, present each card one at a time by holding the card up in front of you to show the pictures to the child. Point to each picture as you label it given the standardized prompt printed on the back of the card.

Some of the Rhyming items will have three choices and some will have two choices.

Scoring
The child can respond by saying the answer pair (e.g., bees, cheese), pointing to the answer pair (e.g., bees, cheese), saying just the answer (e.g., cheese), or pointing to just the answer (e.g. cheese). If the child indicates they don’t know or provides no response, score the response as incorrect. Record the number of correct responses under “Cards Correct” on your record form.
Sound Identification

Setup
Sound Identification consists of four sample items labeled Sample A-D, followed by 15 test items. Items are always presented in order. During administration, present each card one at a time by holding the card up in front of you to show the letters to the child.

Scoring
The child should always respond to each item by pointing to the answer. If the child indicates they don’t know or provides no response, score the response as incorrect. Record the number of correct responses under “Cards Correct” on your record form.

Which One Doesn’t Belong

Setup
‘Which One Doesn’t Belong?’ includes four sample items labeled Sample A-D, followed by 15 test items. Items are always presented in order.

During administration, present each card one at a time by holding the card up in front of you to show the pictures to the child. Point to each picture as you label it, giving the standardized prompt printed on the back of the card.

Scoring
The only correct response is the word(s) printed on the back of the card. The child can respond by pointing to or saying the answer. If the child indicates they don’t know or provides no response, score the response as incorrect. Record the number of correct responses under “Cards Correct” on your record form.

Alliteration

Setup
Alliteration includes four sample items labeled Sample A-D, followed by 15 test items. Items are always presented in order.

During administration, present each card one at a time by holding the card up in front of you to show the pictures to the child. Point to each picture as you label it given the standardized prompt printed on the back of the card.

Some of the Alliteration items will have three choices and some will have two choices.

Scoring
The child can respond by pointing to the answer or saying the answer. If the child indicates they don’t know or provides no response, score the response as incorrect. Record the number of correct responses under “Cards Correct” on your record form.
Administration Sets

The myIGDIs Early Literacy+ Screening measures are intended for use with children in preschool, the year before kindergarten. The measures include 4 sample items and 15 test items per set and are available across three seasonal periods:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture Naming</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Rhyming</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sound Identification</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>‘Which One Doesn’t Belong?’</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Alliteration</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

The items for these sets are labeled accordingly.

Administration Windows

<table>
<thead>
<tr>
<th></th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Aug 15</td>
<td>Nov 14</td>
</tr>
<tr>
<td>Winter</td>
<td>Nov 15</td>
<td>Feb 14</td>
</tr>
<tr>
<td>Spring</td>
<td>Feb 15</td>
<td>May 14</td>
</tr>
</tbody>
</table>

Screening Benchmarks

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier</td>
<td>II/III Cut</td>
<td>I</td>
<td>II/III Cut</td>
</tr>
<tr>
<td>Picture Naming</td>
<td>1-5 6-10 11-15</td>
<td>1-5 6-10 11-15</td>
<td>1-5 6-10 11-15</td>
</tr>
<tr>
<td>Rhyming</td>
<td>1-6 7-11 12-15</td>
<td>1-5 6-10 11-15</td>
<td>1-7 8-12 13-15</td>
</tr>
<tr>
<td>Sound ID</td>
<td>1-6 7-11 12-15</td>
<td>1-5 6-10 11-15</td>
<td>1-9 10-13 14-15</td>
</tr>
<tr>
<td>WODB</td>
<td>1-5 6-10 11-15</td>
<td>1-5 6-10 11-15</td>
<td>1-5 6-10 11-15</td>
</tr>
<tr>
<td>Alliteration</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

- **Tier I**: Strong Progress --- scores in this range indicate the child is understanding the task successfully.
- **Cut Range**: Moderate Progress --- scores in this range indicate more information is needed to be gathered in order to determine Tier Status.
- **Tier II/III**: At-risk Progress --- scores in this range indicate the child may be developmentally at-risk. Further instructional/intervention support should be offered.
Standardization & Preparation

Standardization

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

By standardizing, we mean that these measures 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 five indicators comes with a set of administration instructions. On the administration pages, bold red print indicates exactly what the examiner should say. To standardize each administration:

1. Always Begin with the 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.

2. Prompting – During the test administration (not referring to the sample administration) 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").

Discontinue Criteria

The administrator should stop administration if (for all measures) during Sample Items C & D:

- The child does not respond or gives an incorrect response after 2 attempts on EITHER Sample Card, stop administration of the measure.

Continue on to administration of any remaining measures.

Suggested Order of Administration

1. Picture Naming
2. Rhyming
3. Sound Identification
4. ‘Which One Doesn’t Belong?’
5. Alliteration
Preparation for Administration

Materials

- Stimulus Items
- Administration Instructions
- Recording Forms
- Pencil

Guidelines & Setup

- Sit with child in a quiet area where the Stimulus Items can be displayed in front of the child.
- Remember your copy of the instructions to read from during administration.
- Be sure to present the sample cards first, before the task administration.
- Be sure to follow the directions exactly as they are written.
- Write down the number of correct responses. Do not include sample responses.

Remember

- Start with the sample administration first. Then proceed to the Test.
- Do not provide corrective feedback during administration.
- Be sure to administer the correct seasonal set of items (ie. Fall in the fall, Winter in the winter, Spring in the spring.) See table of Administration Windows in previous section.

Online Data Entry & Additional Resources

- Manage your data online at online.myigdis.com.
- Find a downloadable, full-sized version of this document and other administration resources at myIGDIS.com.
Administration Instructions

Picture Naming

Sample Administration for Picture Naming

Procedure for Samples
I’m going to look at these cards and name these pictures.

Sample A. Apple
Sample B. Baby
Sample C. Now it’s your turn. (Show the child Sample C.)

If correct (“bear”):
That’s right, it’s a bear. (Go to next card)

If incorrect, don’t know, or no response:
That’s a picture of a bear. Try again, what is this a picture of?
If correct provide positive feedback and go to next card.
If incorrect, don’t know or no response, discontinue test.

Sample D. It’s your turn again. (Show the child Sample D.)

If correct (“cat”):
That’s right, it’s a cat. (Go to next card)

If incorrect, don’t know, or no response:
That’s a picture of a cat. Try again, what is this a picture of?
If correct provide positive feedback and go to next card.
If incorrect, don’t know or no response, discontinue test.

Test Administration for Picture Naming

Procedure for Test
Now we’re going to look at some more pictures. I want you to name them.
Prompt: Present each card with picture facing child.
Remember: Do not provide feedback on the child’s responses to test items.

***If 3 seconds go by with no response from the child: Say Do you know what that is? Or What’s that? After 2 more seconds, mark incorrect. ***
FAQs for Picture Naming

1. **What if the child provides a response that has additional descriptor(s) embedded (e.g. correct response is “shell” but child says, “sea shell”)?**
   - As long as the child’s response includes the full response(s) written on the back of the card AND describes additional features or properties of the item without changing the nature of the response, the item can be considered correct (e.g. sea shell or brown paper bag would be correct). More sophisticated responses include information that elaborates and adds to the context at a higher level than the basic response required to get the item correct.
     - Examples of More sophisticated responses:
       - Brown Paper Bag for “Bag”
       - Continental United States for “Map/United States”
       - Wrist Watch for “watch”
     - Examples of responses that are NOT more sophisticated
       - Cooker man for “chef”
       - Bug for “caterpillar”
       - Grass cutter for “lawn mower”
   - If this happens, please circle the correct response choice on the score sheet, but ALSO write the child’s full response in the alternate response column. Do not write the child’s full response in the “incorrect response” column to avoid confusion with data entry.

2. **What if the child provides a response that is the singular version of the word when there is multiple items in the image (e.g. child says “nail” and the picture is a pile of nails)?**
   - It is correct if the answer is singular and the picture has more than one
   - It is incorrect if the answer from the child is plural and the image only has one (e.g. if the child says “cherries” and the image is of one cherry)

3. **What if the child answers in a foreign language?**
   - Can you tell me that in English?
   - Note: No responses given in a language other than English should be considered correct.
Rhyming

Sample Administration for Rhyming

Procedure for Samples
Now we’re going to play a game where you find the pictures that rhyme.

Sample A.
(Always point to each image as you name it)
First it’s my turn.
Bees, cheese, cat.
Now I’ll find the two that rhyme: Is it bees, cheese (pause) or bees, cat?
It’s bees, cheese. Listen: bees, cheese. They rhyme.

Sample B.
I’ll do another one. (Always point to each image as you name it)
Listen: Star, car, flute, key.
Now I’ll find the two that rhyme: Is it star, car (pause) star, flute (pause) or star, key?
It’s star, car. Listen: star, car. They rhyme.

Sample C.
Now it’s your turn. (Always point to each image as you name it)
Listen: toy, boy, mask. Which two rhyme?
Is it toy, boy (pause) or toy, mask?

<table>
<thead>
<tr>
<th>If correct:</th>
<th>If incorrect:</th>
<th>If don’t know, or no response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>That’s right: toy, boy. They rhyme. (Go to next card)</td>
<td>Not quite. Toy and mask don’t rhyme. Listen: Toy, boy. They rhyme. Let’s try again. Toy, boy, mask. Which two rhyme? Is it toy, boy (pause) or toy, mask?</td>
<td>Listen: Toy, boy. They rhyme. Let’s try again. Toy, boy, mask. Which two rhyme? Is it toy, boy (pause) or toy, mask?</td>
</tr>
<tr>
<td></td>
<td>If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test.</td>
<td>If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test.</td>
</tr>
</tbody>
</table>

Sample D.
It’s your turn again. (Always point to each image as you name it)
Listen: bat, doll, cat. Which two rhyme?
Is it bat, doll, (pause) or bat, cat?
If correct: | If incorrect: | If don’t know, or no response:
--- | --- | ---
That’s right: bat, cat. They rhyme. (Go to next card) | Not quite. Bat and doll don’t rhyme. Listen: Bat, cat. They rhyme. Let’s try again. Bat, doll, cat. Which two rhyme? Is it bat, doll (pause) or bat, cat? | Listen: Bat, cat. They rhyme. Let’s try again. Bat, doll, cat. Which two rhyme? Is it bat, doll (pause) or bat, cat? If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test.

Test Administration for Rhyming

Procedure for Test
Let’s do some more. You show me which two rhyme.

Prompt:
(Always point to each image as you name it)
_____ , _____ , _____. Which two rhyme? Is it _____ , _____ (pause) or _____ , _____?

Remember: Do not provide feedback on the child’s responses to test items.

***If the child does not respond to a card within 3 seconds, say, “Which two rhyme? Is it _____ , _____ (pause) or _____, _____?” If the child still does not respond within an additional 2 seconds, mark incorrect and present the next card. ***

Prompt Fading:
Once it is apparent that the child understands the task:
The administrator may instead prompt by just naming the three images:
“____, _____.

If a child pauses for more than 3 seconds on a card at any time after this point, reinstitute full prompt: “_____ , _____ , _____. Which two rhyme? Is it _____ , _____ (pause) or _____ , _____?”

Fade the full prompt again after the child has provided several correct responses consecutively.
Sound Identification

Sample Administration for Sound Identification

**Procedure for Samples**
We’re going to look at these cards and find the letter that makes the sound I say.

Sample A.
First it’s my turn. I’m going to show you which letter makes the sound /f/.
This letter makes the sound /f/. (Point)

Sample B.
I’ll do another one. I’m going to show you which letter makes the sound /r/.
This letter makes the sound /r/. (Point)

Sample C.
Now it’s your turn. Show me the letter that makes the sound /z/.

<table>
<thead>
<tr>
<th>If correct:</th>
<th>If incorrect, don’t know, or no response:</th>
</tr>
</thead>
</table>
| That’s right. That one makes the sound /z/. (Point) | This one makes the sound /z/. (Point) Let’s try it again. Put your finger on the one that makes the sound /z/.
| (Go to next card) | If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test. |

Sample D.
It’s your turn again. Which one makes the sound /m/?

<table>
<thead>
<tr>
<th>If correct:</th>
<th>If incorrect, don’t know, or no response:</th>
</tr>
</thead>
</table>
| That’s right. That one makes the sound /m/. (Point) | This one makes the sound /m/. (Point) Let’s try it again. Put your finger on the one that makes the sound /m/.
| (Go to next card) | If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test. |
Test Administration for Sound Identification

Procedure for Test
Okay, let’s do some more. Which one makes the sound /__ /?

Please note: For vowels, provide the child with ONLY the short vowel sound (see chart below). Remember: Do not provide feedback on the child’s response to test items.

***If the child does not respond to a card within 3 seconds, say, “Which one makes the sound /__ /?” If the child still does not respond within an additional 2 seconds, mark incorrect and present the next card. ***

Prompt Fading:
Once it is apparent that the child understands the task:
The administrator may instead prompt by simply making the target letter sound: “/__ /”

If a child pauses for more than 3 seconds on a card at any time after this point, reinstitute full prompt: “Which one makes the sound /__ /?”

Fade the full prompt again after the child has provided several correct responses consecutively.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Apple</td>
</tr>
<tr>
<td>B</td>
<td>Baby</td>
</tr>
<tr>
<td>C</td>
<td>Cat</td>
</tr>
<tr>
<td>D</td>
<td>Dog</td>
</tr>
<tr>
<td>E</td>
<td>Egg</td>
</tr>
<tr>
<td>F</td>
<td>Fun</td>
</tr>
<tr>
<td>G</td>
<td>Game</td>
</tr>
<tr>
<td>H</td>
<td>Hair</td>
</tr>
<tr>
<td>I</td>
<td>Illness</td>
</tr>
<tr>
<td>J</td>
<td>Jar</td>
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<td>Kite</td>
</tr>
<tr>
<td>L</td>
<td>Letter</td>
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<tr>
<td>M</td>
<td>Mile</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Letter</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Nose</td>
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<tr>
<td>O</td>
<td>On</td>
</tr>
<tr>
<td>P</td>
<td>Pin</td>
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<tr>
<td>Q</td>
<td>Quilt</td>
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<tr>
<td>R</td>
<td>Rest</td>
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<tr>
<td>S</td>
<td>Sock</td>
</tr>
<tr>
<td>T</td>
<td>Time</td>
</tr>
<tr>
<td>U</td>
<td>Umbrella</td>
</tr>
<tr>
<td>V</td>
<td>Violin</td>
</tr>
<tr>
<td>W</td>
<td>Water</td>
</tr>
<tr>
<td>X</td>
<td>Six</td>
</tr>
<tr>
<td>Y</td>
<td>Yellow</td>
</tr>
<tr>
<td>Z</td>
<td>Zoom</td>
</tr>
</tbody>
</table>
‘Which One Doesn’t Belong?’

Sample Administration for ‘Which One Doesn’t Belong?’

Procedure for Samples
We’re going to look at some pictures and find the one that doesn’t belong with the others.

Sample A.
First it’s my turn: Bus, butterfly, car.  *(Point to each image as you name it)*
Now I will find the one that doesn’t belong.
The butterfly doesn’t belong.  *(Point to the butterfly)*
The bus and the car are vehicles; the butterfly doesn’t belong because it’s an insect.

Sample B.
I’ll do another one: Football, pants, shirt.  *(Point to each image as you name it)*
Now I will find the one that doesn’t belong.
The football doesn’t belong.  *(Point to the football)*
The pants and shirt are clothes; the football doesn’t belong because it’s a toy.

Sample C.
Now it’s your turn: Fish, boat, shoe.  *(Point to each image as you name it)*
Which one doesn’t belong?

<table>
<thead>
<tr>
<th>If correct:</th>
<th>If incorrect, don’t know, or no response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right, the shoe doesn’t belong.  <em>(Go to next card)</em></td>
<td>The shoe doesn’t belong.  &lt;br&gt;The fish and boat are both things that go in the water.  &lt;br&gt;The shoe doesn’t belong because it is something you wear.  &lt;br&gt;Try again, fish, boat, shoe. Which one doesn’t belong?  &lt;br&gt;If correct provide positive feedback and go to next card.  &lt;br&gt;If incorrect, don’t know or no response, discontinue test.</td>
</tr>
</tbody>
</table>

Sample D.
Your turn again: Cat, key, dog.  *(Point to each image as you name it)*
Which one doesn’t belong?

<table>
<thead>
<tr>
<th>If correct:</th>
<th>If incorrect, don’t know, or no response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right, the key doesn’t belong.  <em>(Go to next card)</em></td>
<td>The key doesn’t belong.  &lt;br&gt;The cat and dog are both animals.  &lt;br&gt;The key doesn’t belong because it is not an animal.  &lt;br&gt;Try again, cat, key, dog. Which one doesn’t belong?  &lt;br&gt;If correct provide positive feedback and go to next card.  &lt;br&gt;If incorrect, don’t know or no response, discontinue test.</td>
</tr>
</tbody>
</table>
Test Administration for ‘Which One Doesn’t Belong?’

Procedure for Test
Now let’s do some more. You find the one that doesn’t belong.

Prompt:
____, ____, ____.
Which one doesn’t belong?  *(Point to each image as you name it)*

Remember: Do not provide feedback on the child’s responses to test items.

***If the child does not respond to a card within 3 seconds, say, “____, ____, ____.
Which one doesn’t belong?” If the child still does not respond within an additional 2 seconds, mark incorrect and present the next card.***

Prompt Fading:
Once it is apparent that the child understands the task:
The administrator may instead prompt by just naming the three images:
“____, ____, ____.”

If a child pauses for more than 3 seconds on a card at any time after this point, reinstitute full prompt: “____, ____, ____.
Which one doesn’t belong?”

Fade the full prompt again after the child has provided several correct responses consecutively.
Alliteration

Sample Administration for Alliteration

Procedure for Samples
Now we’re going to play a game where you find the one that starts with the sound I say.

Sample A.
First it’s my turn: bear, cat. (Point to each image as you name it)
Now I’ll find the one that starts with /b/.
Bear (point to bear), bear starts with /b/.
Listen: /b/, bear.

Sample B.
I’ll do another one: girl, pig. (Point to each image as you name it)
Now I’ll find the one that starts with /p/.
Pig (point to pig), pig starts with /p/.
Listen: /p/, pig.

Sample C.
Now it’s your turn. (Always point to each image as you name it)
Listen: fox, boat. Which one starts with /f/?

<table>
<thead>
<tr>
<th>If correct:</th>
<th>If incorrect:</th>
<th>If don’t know, or no response:</th>
</tr>
</thead>
</table>
| That’s right, fox starts with /f/. Listen: /f/, fox. (Go to next card) | Not quite. Boat doesn’t start with /f/. Fox starts with /f/.
Listen, /f/, fox.
Let’s try again.
Fox, boat. Which one starts with /f/? | Fox starts with /f/.
Listen, /f/, fox.
Let’s try again.
Fox, boat. Which one starts with /f/? |
| If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test. | If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test. | If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test. |
Sample D.

It’s your turn again. *(Always point to each image as you name it)*

Listen: tree, duck. Which one starts with /d/?

<table>
<thead>
<tr>
<th>If correct:</th>
<th>If incorrect:</th>
<th>If don’t know, or no response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>That’s right, duck starts with /d/. Listen: /d/, duck. (Go to next card)</td>
<td>Not quite. Tree doesn’t start with /d/. Duck starts with /d/. Listen, /d/, duck. Let’s try again. Tree, duck. Which one starts with /d/? If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test.</td>
<td>Duck starts with /d/. Listen, /d/, duck. Let’s try again. Tree, duck. Which one starts with /d/? If correct provide positive feedback and go to next card. If incorrect, don’t know or no response, discontinue test.</td>
</tr>
</tbody>
</table>

Test Administration for Alliteration

**Procedure for Test**

Let’s do some more. You show me which one starts with the sound I say.

**Prompt:**

*(Always point to each image as you name it)*

______, ______. Which one starts with /__ /?

*Remember: Do not provide feedback on the child’s responses to test items.*

***If the child does not respond to a card within 3 seconds, say, “______, ______. Which one starts with /__ /?” If the child still does not respond within an additional 2 seconds, mark incorrect and present the next card. ***

**Prompt Fading:**

*Once it is apparent that the child understands the task:*

The administrator may present the prompt as the two choices followed by the target sound: “______, ______. /__ /?”

If a child pauses for more than 3 seconds on a card at any time after this point, reinstitute full prompt: “______, ______. Which one starts with /__ /?”

Fade the full prompt again after the child has provided several correct responses consecutively.
Addressing Specific Child Behaviors

What if the child...

1. Answers before you finish asking the question?
   - Please listen first. After I ask the question, you’ll have your chance to answer.

2. Gives multiple answers when only one is needed?
   - Please just give me one answer.
   - Repeat prompt, placing extra emphasis on the number of images you want them to choose (e.g. “Which ONE doesn’t belong?”).

3. Says all choices are correct?
   - Which one of these is the best answer?

4. Consistently chooses the response choice in same location on the card (i.e.; always chooses response on left of card)?
   - Be sure to look carefully at all the pictures before choosing one.
   - If the behavior continues, point to each choice and say, “Look at this one, and this one, and this one.”

5. Gives unclear response or uses words you don’t understand?
   - I’m not sure I understand. Would you please say that again?

6. Has a speech/language issue (e.g. lisp)?
   - Use your familiarity with the child and their typical speech and language patterns to judge the accuracy of the response.

7. Asks if the answer is right?
   - Do not tell the child whether the answer was right or wrong. Instead say:
     - That was a good answer.
     - I want you to tell me what you think is right.

8. Asks what a stimulus word means?
   - I’m sorry. I can't tell you that. Look at all the pictures and point to the one you think is best.

9. POINTS to the correct choice, but says something different than what’s on the card? (e.g. points to “dog” but says “puppy”)
   - Circle the response choice the child POINTED to (regardless of what the child said).
   - However, if child points to one choice, but says the label of another response choice from that card: Remove the card for a brief moment, then re-present it to the child saying, “Put your finger on the one that...”
Disclaimer

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