Development of IGDI Assessments for 3-Year-Olds and Review of Literacy Interventions

Kayne Lussier, McNair Scholar
Dr. Scott McConnell and Kristin Schuster, IGDI Lab and CEHD

Introduction

Individual Growth and Development Indicators (IGDI) are brief and easy-to-use assessments to determine literacy and early language for 3 to 5-year-olds. The current research of IGDI Lab is to design specific assessments for 3-year-olds that focus on pre-literacy skills, such as alphabet knowledge and print knowledge. In utilizing these assessments, it is important to find methods to aid students in developing skills they may struggle with.

**Purpose of Research:** IGDI Lab has created assessments for 4-year-olds, but specific targeting for 3-year-olds will allow for clear developmental paths.

Dialogic Reading Interventions

Current research into interventions at this age is limited, but it has been growing in recent years.

Dialogic reading, a method that can either pair the student with another student or an educator, has long been utilized as a method of scaffolding for students, and a large amount of work has been centered around it.

Lonigan et al. (2013) conducted a study that looked at the skills of emergent literacy using dialogic reading interventions to create great growth. However, combining the interventions in different skills saw diminished results.

As seen with research from Wasik et al. (2005) and Rahn et al. (2016), the intervention with the greatest traction is dialogic reading.

Future Implications

Once the research and the literature reviews are completed for these particular IGDI assessments, we can begin work on early intervention. These assessments will be integrated with Automated Performance Evaluation of Early Literacy and Language (APEL), an application that can pair the literacy level of a student with reviewed interventions to set the child on track to grade level.

An issue with the current work is that the focus is only with New Horizon Academies, child care and early instruction that must be paid for. There are vouchers to aid lower-income families, but there is a skew in the children services, especially in the suburban neighborhoods these academies are located. Future work will be directed toward ensuring efficacy for all circumstances of living.

References


