

Early Reading First

Scaffolding Early Literacy

Dynamic Assessment :
The Power of Play Planning
Mid-Continent Research for Education and
Learning



early reading first

MREL

Need for Dynamic Assessment

- Trickle down of assessment pressure to early childhood.
- An alternative to traditional assessments is needed to provide ongoing formative feedback.
- Allows for individualized feedback to meet the needs of today's diverse learners.

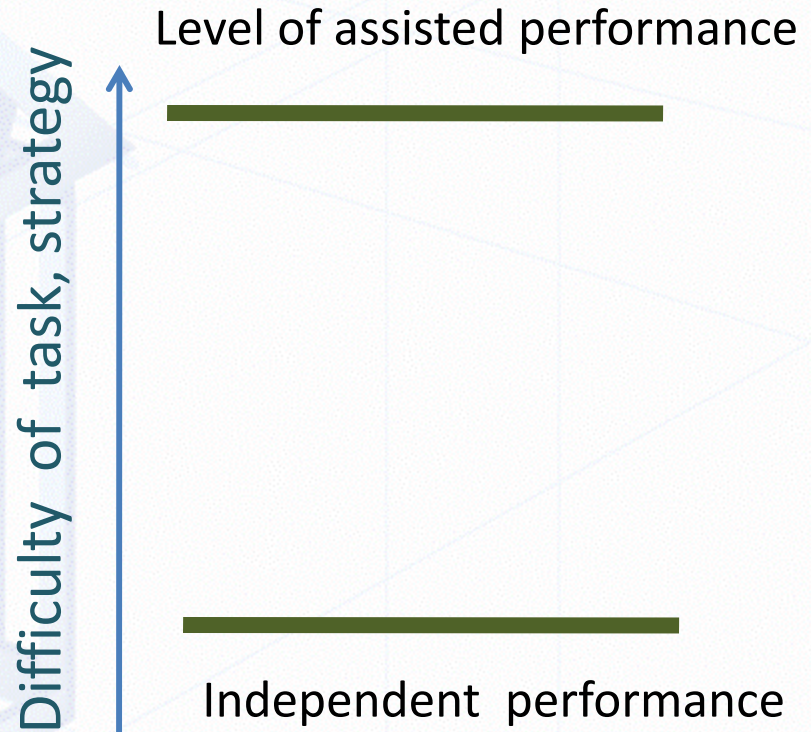
Dynamic Assessment Theory

- First applied in the area of special education.
- Treats the interactions between the child and the assessor as a valuable source of information about a child's ability.
- Establishes both the child's current level of achievement and a child's ability to attain higher levels.
- **“American researchers are constantly seeking to discover how the child came to be what he is; we in the USSR are striving to discover not how the child came to be what he is, but how he can become what he not yet is.” - Vygotsky**

McREL's approach to Dynamic Assessment

- Utilizes Vygotskian Theory

- Joint construction of knowledge
- Zone of Proximal Development (ZPD)
- Scaffolding instruction



Instructional Approach

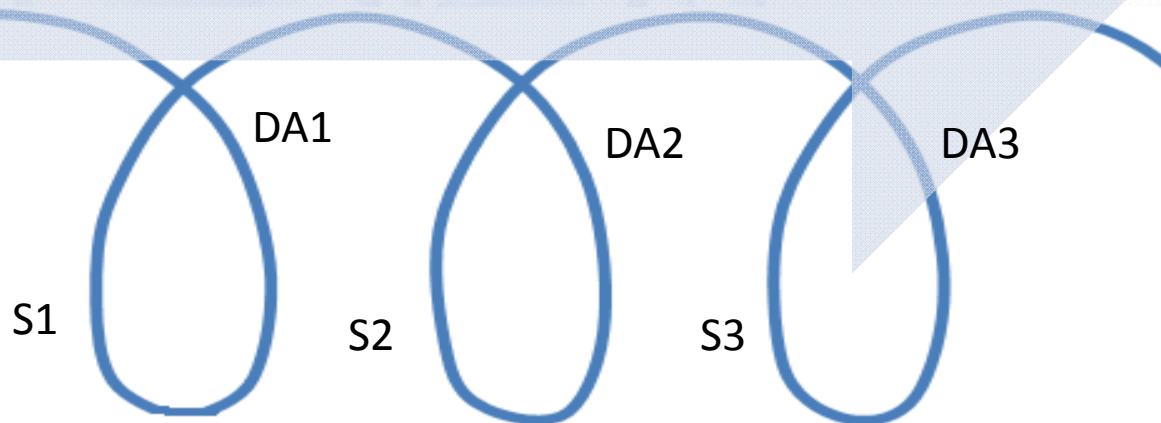
Developmental continuum

Skill level 1

Skill level 2

Skill level 3

Dynamic Assessment Process



Instructional Approach

Name writing continuum

Trace name

Copy name

Write name independently

DA1

DA2

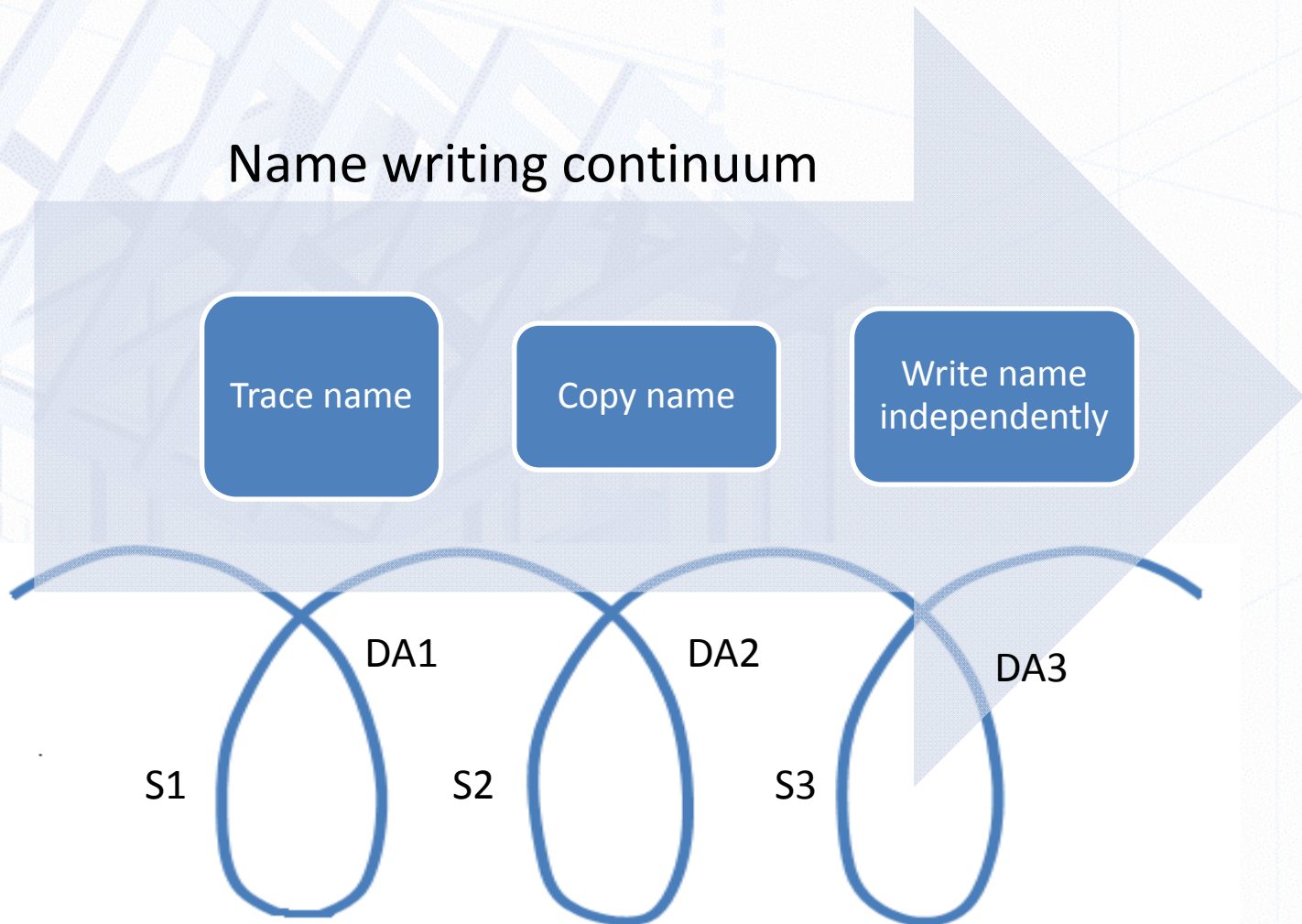
DA3

S1

S2










S3

Dynamic Assessment Process



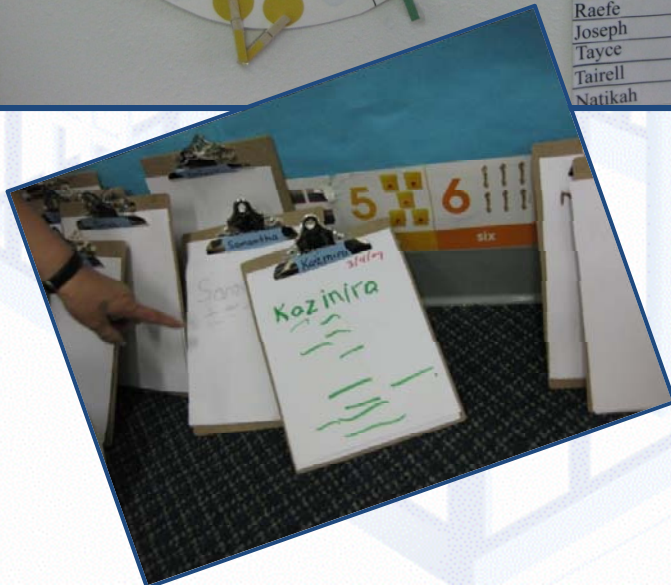
EARLY LITERACY RUBRIC

Name: _____ Date: _____

	1	2	3	4	5
Reading 	I looked at the color and remembered my center from yesterday. 	I looked at my picture to remember what I did yesterday in my center. 	I looked and pointed to the lines as I read my plan from yesterday. 	I looked and pointed to the letters I wrote on my lines, as I read yesterday's play plan.  <u>I gn t bk</u>	I looked at my words I wrote yesterday and pointed to each word as I read back my plan.  <u>I am going to the block center</u>
 Oral message	I could name my center and match clip 	I could name my center and tell my role 	I could name my center tell my role and one thing I would do. 	I could name my role and 2 things I would do in my center. 	I could name role and 3 things I would do in my center. 
 Picture	My picture is a scribble 	My picture shows me 	My picture shows me and 1 prop I will use in my center 	My picture shows me and 2 props I will use in my center 	My picture shows me and 3 props I will use in my center 
Writing 	My message is a scribble 	I drew some lines to say what I was going to do in my play center. _____ _____	I drew the correct amount of lines that say what I will do in my play center _____	I began writing letters for words on the correct amount of lines. <u>I gn t bk</u>	I wrote words on the correct amount of lines. <u>I am going to the block center</u>
 Name	I wrote my name as a scribble 	I traced my name JOHN	I copied my name from a model JOHN	I wrote my first name from memory JOHN	I wrote my first and last name from memory JOHN SMITH
How did I play? 	I played by myself. 	I acted out my role with the help of my teacher. 	I acted out my role with 1 friend and teacher. 	I acted out my role with 1 friend by myself. 	I acted out my role with more than one friend by myself. 

Dynamic Assessment Tool: Early Literacy Progress Monitoring Rubric

Dynamic Assessment Process: Play Planning



Play Planning Progression

- For Vygotskians, drawing is writing. Children draw a representation of their plan that will help them remember what they said they are going to do. As they learn more about literacy, they begin to represent their intentions using Scaffolded Writing.
- In the fall, Ariana is drawing her self and choosing a center (science).



Play Planning Progression



- In March, Ariana is able to draw a more detailed picture and is using Scaffolded Writing to represent her message.
- She is using invented spelling in her native language (Spanish). Teachers encourage children to use their native language whenever possible as the process stays the same. *Yo voy a pintar un arco iris* (I am going to paint a rainbow).

Play Planning Progression

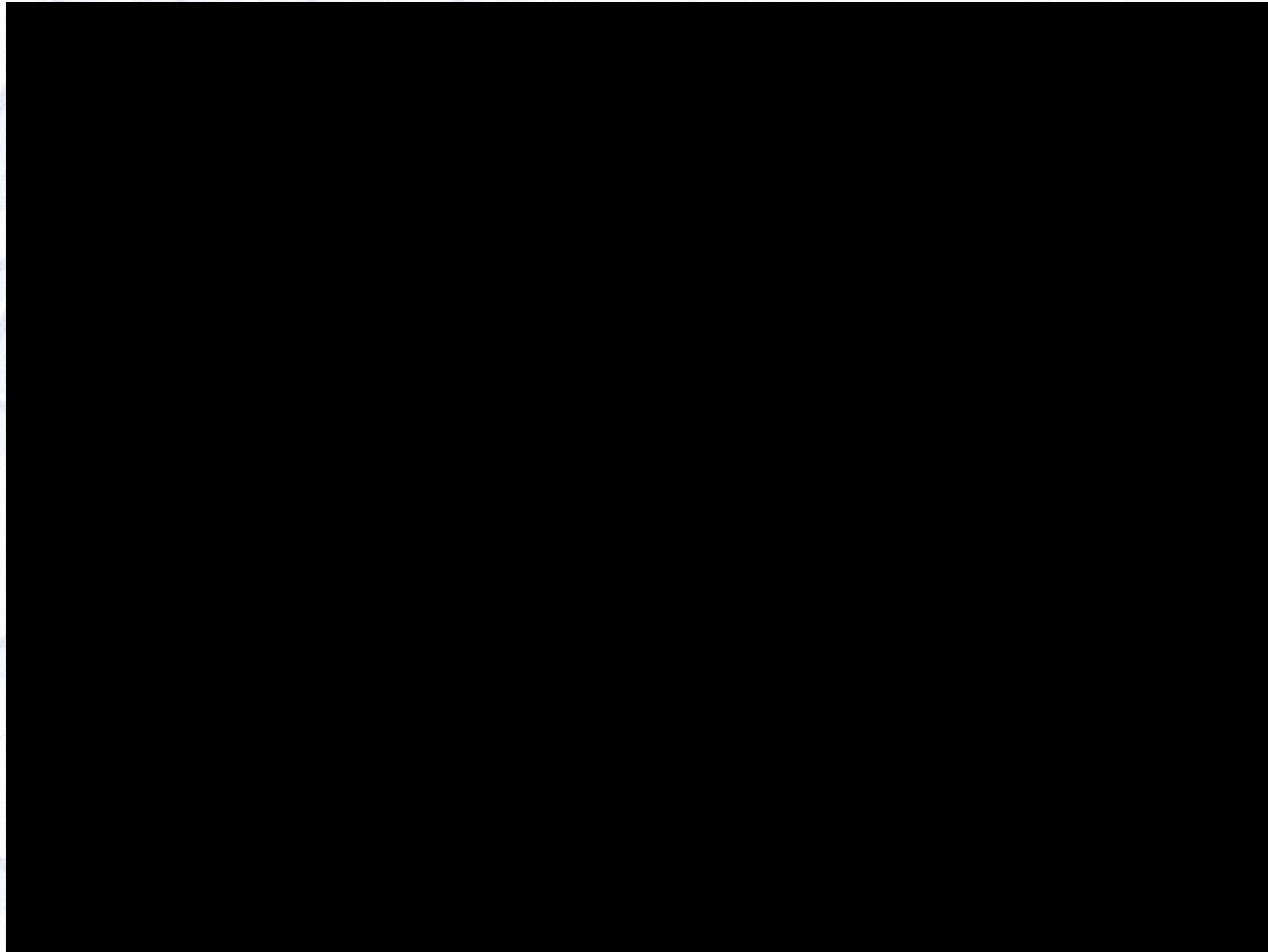
- By June, Ariana has better fine motor control.
- She has conventionally spelled some high frequency words and includes beginning and ending sounds for other words. *Yo voy hacer un pájaro con play dough* (I am going to make a bird out of play dough).

Ariana



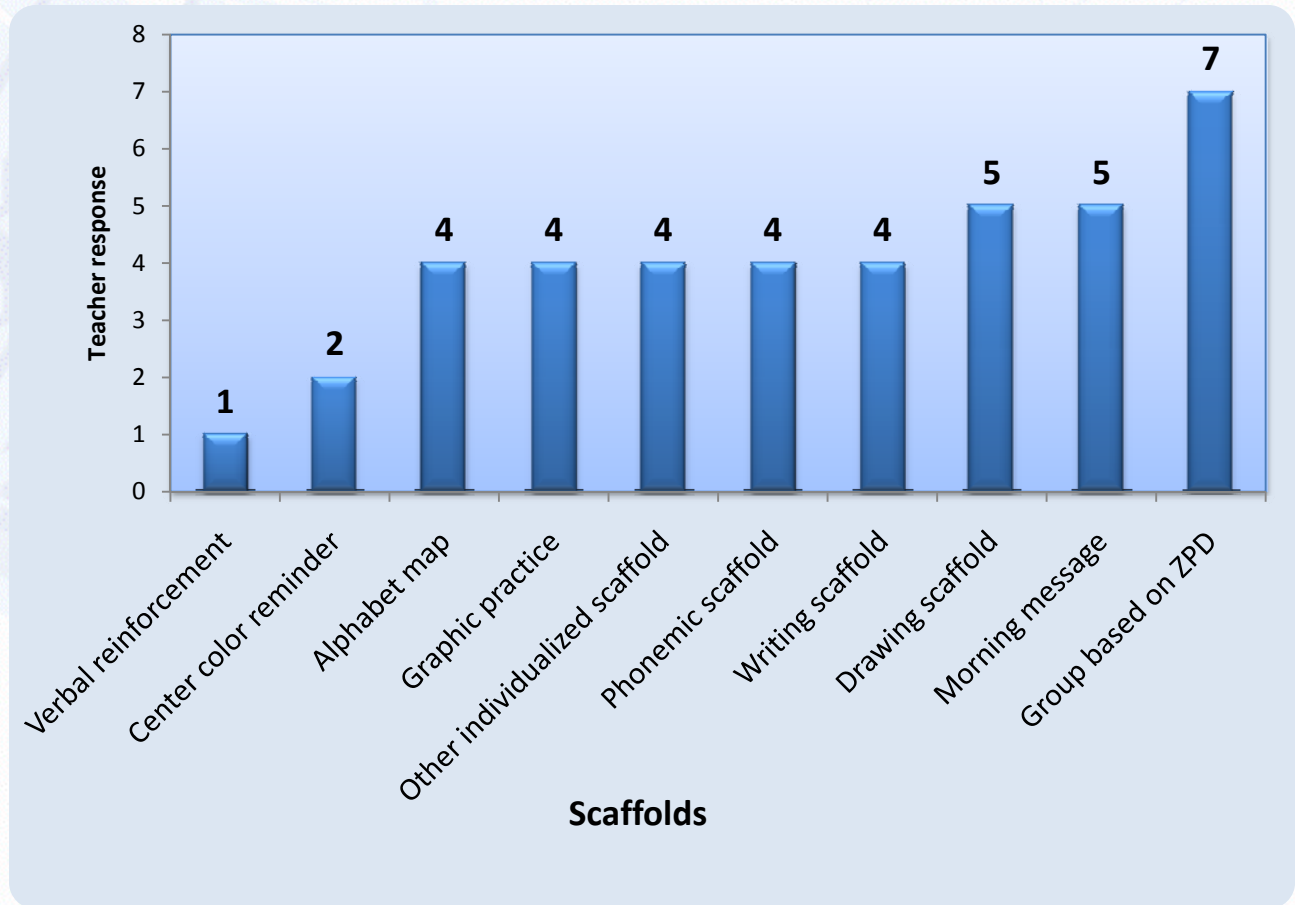
Yo voy hacer un pájaro con play dough

Play Planning Demonstration

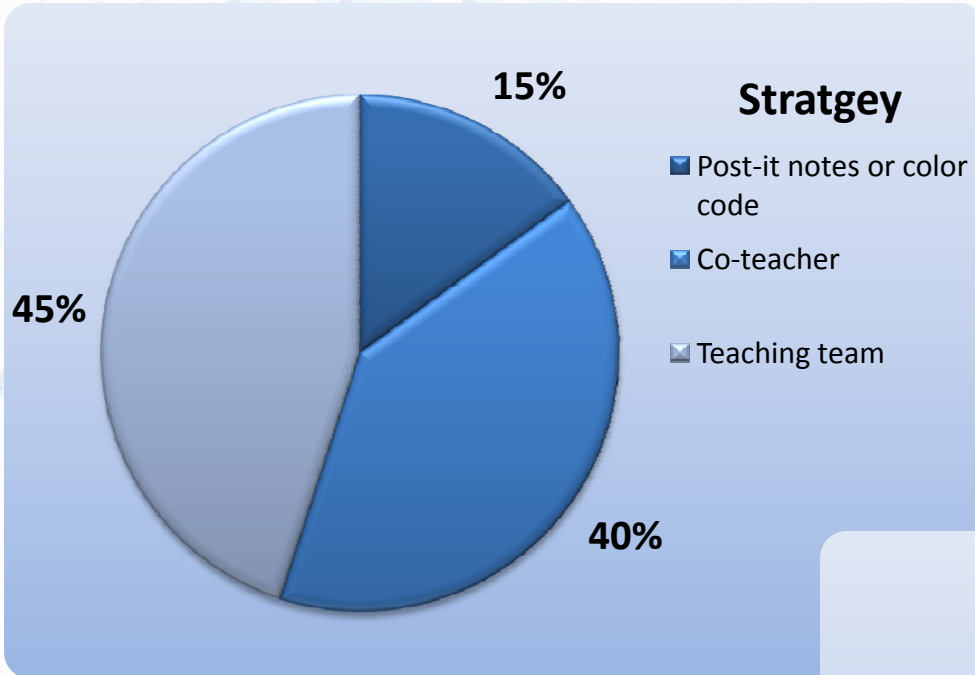


Instructional changes

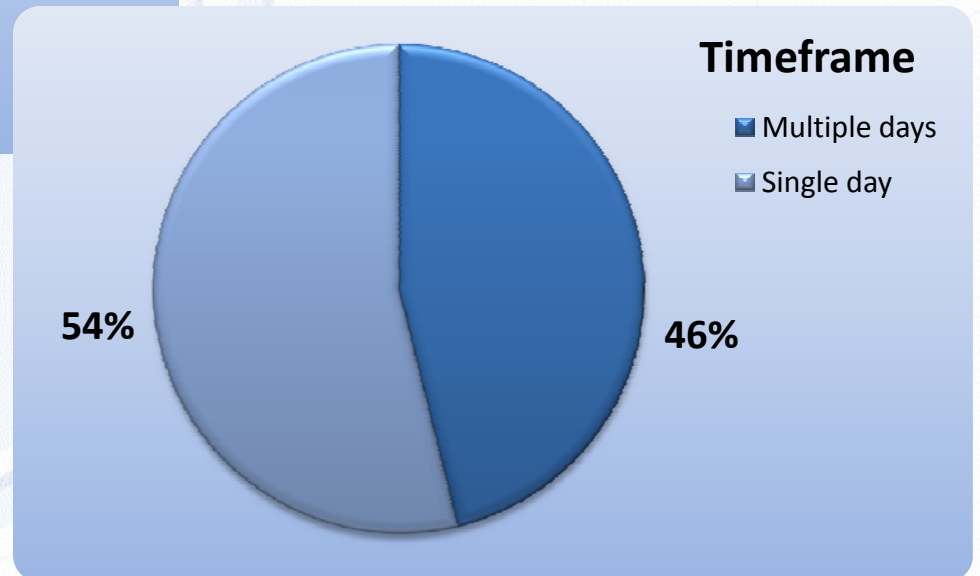
- Teachers aligned scaffolds to skills they identified on literacy rubric.
- Teachers are scaffolding within the ZPD!



Feasibility and Flexibility

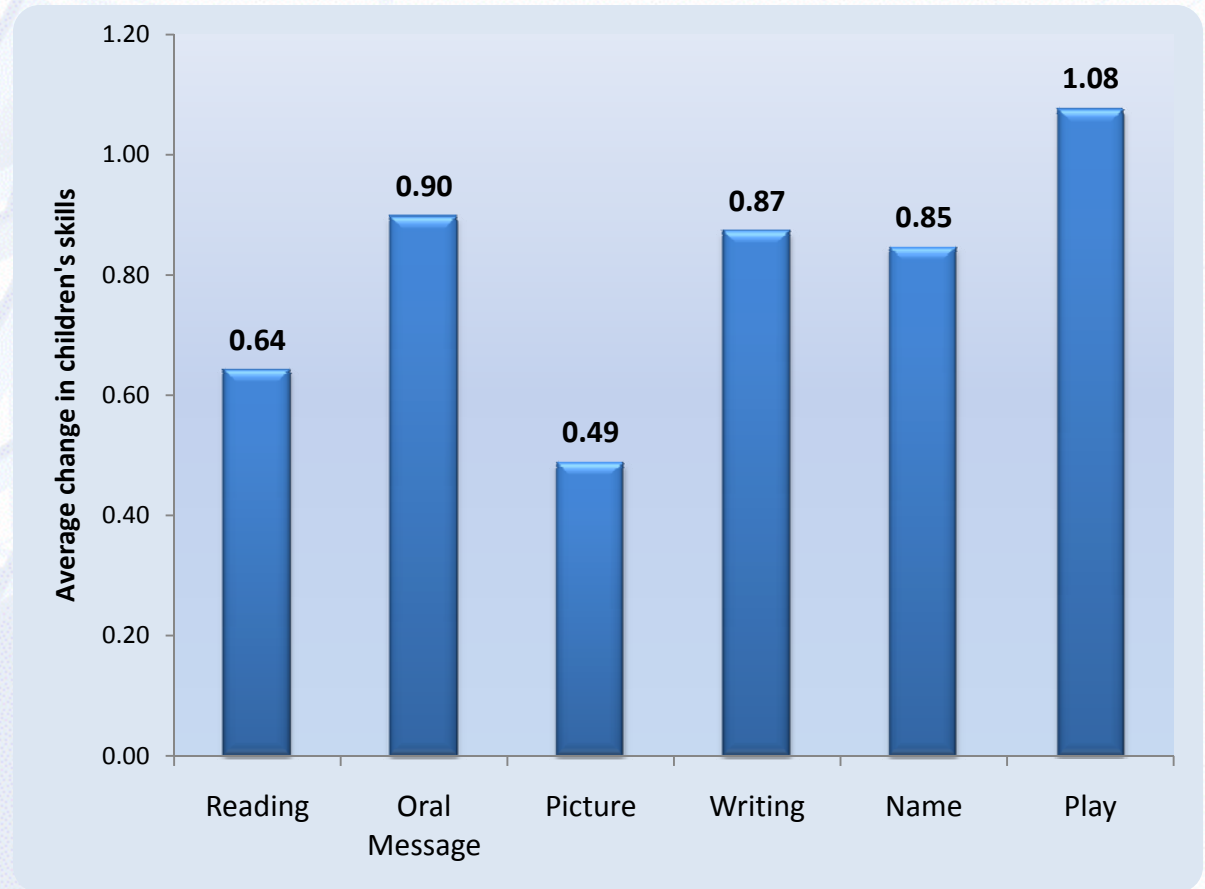


- Individualized to teacher and classroom



Child outcomes over 3 months

- On average, children went up nearly 1 level on the following skills:
 - Oral message
 - Writing
 - Name writing
 - Play



Implications and Next Steps

- The Early Literacy Progress Monitoring Rubric is feasible and flexible.
- Teachers do make instructional changes based on dynamic assessment.

Questions?

- For more information:
 - Carrie Germeroth
 - cgermeroth@mcrel.org
 - Deborah Mazzeo
 - dmazzeo@mcrel.org