Literacy Assessment Tool

Based on the Marbles Kids Museum Literacy Assessment Tool

Defining Early Literacy

Early literacy is what children know about reading and writing before they actually learn to read and write. Early language and literacy development begin in infancy and continue throughout childhood. The experiences and interactions that young children have with their world and with the adults and peers in their lives are the building blocks for language, reading, and writing.

Early literacy research states that:

- Early literacy development is a continuous developmental process that begins in infancy.
- Language, reading, and writing skills develop at the same time and are intimately linked.
- Early literacy skills develop in real life settings through positive experiences and interactions with environments, materials, and other people.

Early literacy involves:

- Vocabulary Development: Knowing the names of things
- Narrative Skills: Being able to describe things, events, and tell stories
- Letter Knowledge: Understanding that each letter is unique and has a name and a sound
- Print Awareness: Experience with different forms of print; knowledge of how to handle books and how to follow words across a page
- Print Motivation: Interest in and enjoyment from books
- Phonological Awareness: Ability to hear and play with the small sounds that make up words.

Mother Goose on the Loose combines the conditions that encourage literacy and language development for the young learners they serve: interaction with adults and peers; direct engagement with a wide range of experiences and contexts; and diverse opportunities for exploration and engagement.

This Literacy Assessment tool will enable Mother Goose on the Loose to evaluate the extent to which it:

- Supports early literacy development in young children
- Supports early literacy in families
- Engages parents and caregivers in supporting child and family literacy

This assessment tool will also enable us to identify new opportunities for supporting early literacy development.

The Mother Goose on the Loose Program

Mother Goose on the Loose Programs provide literacy-rich environments that surround children with print and allow ample opportunity for children to have social and cognitive experiences that build new understandings, foster language development, and build vocabulary.

Please rate the extent to which a MGOL programs offers the following opportunities. Use 0 where offerings do not match the program's intent. 4= many 3= some 2=few 1=none 0=n/a	
Offers a variety of experiences that promote language development: art, music, dramatic play, storytelling.	
Provides opportunities for children to explore and manipulate objects.	
Provides opportunities to learn new vocabulary and concepts.	
Provides opportunities to share and assimilate knowledge through play.	
Provides opportunities for children to listen to and interact with each other, parents, caregivers, staff.	
Provides opportunities for self-directed activity and independent exploration.	
Provides opportunities for parallel and collaborative play.	
Provides opportunities to practice communication, sharing, turn-taking.	
Provides props, signs, and materials that include everyday print: boxes, packages, signs, calendars, labeled storage containers.	
Provides access to books: fiction, nonfiction, themed, multicultural, multilingual.	
Provides inviting places to read independently or with others.	
Provides access to a variety of art/writing materials.	

STAFF INTERACTIONS

Young children primarily build literacy through their interactions with adults and peers. While MGOL programs provide environments and materials that encourage literacy development, it is through children's interactions with others that they develop new competencies and understandings.

Introducing new words and their meanings to children in the context of their play.	
Using rich, descriptive vocabulary when talking and playing with children.	
Responding to children's questions.	
Using open-ended questions to encourage conversation.	
Responding to what children say by building on their ideas and interests.	
Encouraging children to use words to communicate, collaborate, resolve conflicts, and problem-solve in the context of play.	
Using language playfully with children (playing with sounds, songs, nursery rhymes, tongue twisters, fun words)	
Repeating and expanding on children's speech.	
Joining in children's play.	
Creating opportunities for children to engage in small group activities.	
Encouraging children to play and talk with each other.	
Interacting with children using books or text: reading, referencing, researching.	
Talking with children about pictures, signs, and words in the environment.	
Talking with children about their art, writing, projects, and their process and meaning.	
Modeling reading, writing, and creating and thinking aloud about their process and thinking.	
Encouraging children to tell stories or tell about their creations and writing down what they say.	

LITERACY SUPPORT FOR FAMILIES

Mother Goose on the Loose has the opportunity to extend its influence beyond the program by equipping parents to support literacy development at home and beyond.

Please rate the extent to which Mother Goose on the Loose does the following: Please use 0 when the support is not appropriate for that event. 4= many 3=some 2=few 1=none 0=n/a	
Provides opportunities for children and families to spend time together.	
Provides opportunities for families and library staff to interact on an informal basis.	
Provides informal opportunities for parents to network and find mutual support.	
Fosters an understanding of the significant role parents play in children's literacy development.	
Provides opportunities for parents to learn and practice literacy strategies that can be replicated at home.	
Provides resources, strategies, and materials for parents to assist them in supporting their child's literacy and language development onsite.	
Provides resources, strategies, and materials for parents to assist them in supporting their child's literacy and language development online.	
Provides take home resources, strategies, and materials for parents to assist them in supporting their child's literacy and language development.	
Encourages parents to read with children at home.	
Shares knowledge about literacy and language development through interactions with parents and giving workshops.	
Shares observations about children's literacy development informally with parents.	
Shares resources and raises awareness about vision and hearing screenings.	
Represents home languages and cultures through activities, books, songs, vocabulary, signage, materials.	
Provides activities that reflect the community's cultural, social and economic diversity.	

STAFF SELF-ASSESSMENT

Early literacy is what children know about reading and writing before they actually learn to read and write. Early language and literacy development begin in infancy and continue throughout childhood. The experiences and interactions that young children have with their world and with the adults and peers in their lives are the building blocks for language, reading, and writing development.

Mother Goose on the Loose combines the conditions that encourage literacy and language development for the young learners they serve; interaction with adults and peers; direct engagement with a wide range of experiences and contexts; and diverse opportunities for exploration and engagement.

Here's a list of some ways Mother Goose on the Loose can help children build literacy while they participate in a program. Let us know how comfortable you feel with these actions:

	Very comfortable	Comfortable	Somewhat comfortable	Not yet comfortable
Joining in children's play				
Encouraging children to play together				
Reciting nursery rhymes				
Modeling book-reading behavior				
Modeling ways to share a book with a child in a playful way, without actually reading it				
Introducing new words and their meanings to children				
Using rich, descriptive vocabulary when talking and playing with children.				
Responding to what children say by building on their ideas and interests				
Encouraging children to use words to communicate, collaborate, resolve conflicts, and problem-solve.				
Talking with children about their participation (dancing, following directions, being patient, etc.)				
Reading, writing, or creating with kids and thinking aloud to model your creative process and thought process				
Being playful with language (playing with sounds, songs, nursery rhymes, tongue twisters, fun words.)				
Interacting with children using books or text to read, for reference, or research.				
Modeling ways reading and writing are used in everyday activities through play.				
Encouraging children to tell stories or tell about their creations and writing down what they say.				

Here's a list of some ways Mother Goose on the Loose can help children build literacy while they participate in the program. Let us know how often you engage in these actions:

	Frequently	Occasionally	Rarely	Not Yet
Joining in children's play				
Encouraging children to play together				
Reciting nursery rhymes				
Modeling book-reading behavior				
Modeling ways to share a book with a child in a playful way, without actually reading it				
Introducing new words and their meanings to children				
Using rich, descriptive vocabulary when talking and playing with children.				
Responding to what children say by building on their ideas and interests				
Encouraging children to use words to communicate, collaborate, resolve conflicts, and problem-solve.				
Talking with children about their participation (dancing, following directions, being patient, etc.)				
Reading, writing, or creating with kids and thinking aloud to model your creative process and thought process				
Being playful with language (playing with sounds, songs, nursery rhymes, tongue twisters, fun words.)				
Interacting with children using books or text to read, for reference, or research.				
Modeling ways reading and writing are used in everyday activities through play.				
Encouraging children to tell stories or tell about their creations and writing down what they say.				

The American Library Association has identified five practices that parents can perform to help their children build early literacy skills. These are: SING, TALK, READ, WRITE, and PLAY.

To what extend does Mother Goose on the Loose encourage parents to engage in these practices with their children?

Please rate the extent to which each section/activity encourages parents to engage in these practices with their children?												
4= a lot 3=some 2=not much 1=not at all 0=n/a												
	Welcoming Comments	Rhymes and Reads	Body Rhymes	Knee Bounces	Rum pum pum Drum Sequence	Stand-up Activities	Singing animal sounds to illustrations	Animal sounds to puppets	Musical instruments	Colored Scarves	Lullaby	Interactive Rhyme (Humpty)	Closing Section
Sing													
Talk													
Read													
Write													
Play													

Please rate the extent to which each program section/activity helps children practice self-regulation skills												
4=a lot 3=some 2=not much 1=not at all												
	Welcoming Comments	Rhymes and Reads	Body Rhymes	Knee Bounces	Rum pum pum Drum Sequence	Stand-up Activities	Singing animal sounds to illustrations	Animal sounds to puppets	Musical instruments	Colored Scarves	Lullaby	Interactive Rhyme (Humpty)	Closing Section
Being Patient													
Taking Turns													
Following Directions													
Building self-confidence													
Showing appreciation to others													
Putting things away													
Listening													
Paying Attention													

Please rate the extent to which MGOL helps children and their parents work together on building early literacy skills

4=a lot　　　3=some　　　2=not much　　　1=not at all

	Welcoming Comments	Rhymes and Reads	Body Rhymes	Knee Bounces	Rum pum pum Drum Sequence	Stand-up Activities	Singing animal sounds to illustrations	Animal sounds to puppets	Musical instruments	Colored Scarves	Lullaby	Interactive Rhyme (Humpty)	Closing Section
Vocabulary Development													
Narrative Skills													
Letter Knowledge													
Print Awareness													
Print Motivation													
Phonological Awareness													

Please rate the extent to which MGOL helps children and their parents work together on building Science skills

4=a lot　　　3=some　　　2=not much　　　1=not at all

	Welcoming Comments	General Nursery Rhymes and	Body Rhymes	Knee Bounces	Rum pum pum Drum Sequence	Stand-up Activities	Singing animal sounds to illustrations	Animal sounds to puppets	Musical instruments	Colored Scarves	Lullaby	Interactive Rhyme (Humpty)	Closing Section
Sharpening Sense of Observation													
Testing Properties of Objects													
Experimenting with Cause and Effect													
Predicting													
Problem Solving													

	Welcoming Comments	Rhymes and Reads	Body Rhymes	Knee Bounces	Rum pum pum Drum Sequence	Stand-up Activities	Singing animal sounds to illustrations	Animal sounds to puppets	Musical instruments	Colored Scarves	Lullaby	Interactive Rhyme (Humpty)	Closing Section
Please rate the extent to which MGOL helps children and their parents work together on building math skills 4=a lot 3=some 2=not much 1=not at all													
Counting													
Visually Recognizing Numbers													
Knowing Names of Numbers													
Connecting number names and quantities													
Magnitude (understanding big/small, etc.)													
Spatial Awareness (e.g. up/down/ around)													
Classifying (recognizing a common attribute – i.e. "All the bears are red.")													
Identifying / Making Patterns													
Shape recognition													

Questions:

1. What are the gaps in Mother Goose on the Loose in fostering early literacy for children, parents, and families?
2. In what ways does Mother Goose on the Loose already foster early literacy for children, parents, and families?
3. What more can Mother Goose on the Loose do to foster literacy in our community?

This assessment tool is based on the *Marbles Kids Museum Literacy Assessment Tool* which was developed adapted, and modified using the following resources:

- *Home Literacy Environment Checklist,* Reach Out and Read: http://www.reaachoutandread.org/FileRepository/HomeLiteracyChecklist.pdf
- *Classroom Literacy Checklist,* Reach Out and Read: http://www.getreadytoread.org/images/content/downloads/literacy%20checklists/ClassroomLiteracyEnglish.pdf
- *Family Childcare Literacy Environment Checklist,* Reach Out and Read: http://www.getreadytoread.org/images/content/downloads/literacy%20checklists/FamilyChildcareEnglish.pdf
- *Early Literacy Checklist,* Kim Burns and Evette Sauriol: http://www.ascy.ca/sites/default/files/files/checklist.pdf
- *Taking Stock of What You Do to Promote Literacy,* NAEYC: http://www.naeyc.org/files/yc/file/200303/PromotingLiteracy.pdf
- *Early Literacy Checklist in the Home:* http://www.ianrpubs.unl.edu/pages/publicationD.jsp?publicationId=1242
- *Early Literacy Checklist in the Classroom:* http://www.ianrpubs.unl.edu/epublic/pages/publicationD.jsp?publicationId=1243
- *Family Literacy Event Checklist,* Idaho Reads! VISTA: http://www.sde.idaho.gov/site/vista/docs/Family%20Lit/Admin%20for%20Family%20Literacy%20Events/Family%20Literacy%20Event%20Planning%20Checklist.pdf
- *Learning to Read and Write: Developmentally Appropriate Practices,* NAEYC
- *Literacy Through Play,* Gretchen Owocki
- *Read, Write, Play, Learn: Literacy Instruction in Today's Kindergarten,* Lori Jamison Rog
- *Essentials of Early Literacy Instruction:* http://www.naeyc.org/files/yc/file/200303/Essentials.pdf

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APPENDIX:

What do literacy-supporting interactions look like?

1. **Join** the child in what they are doing. (Affirms child. Meets them at their level.)
2. **Infuse** interaction with rich vocabulary, open-ended questions, modeling thinking and problem-solving (both content-related and social-emotional)
3. **Enhance** the play by encouraging and supporting the child in taking what they're doing to the next level (zone of proximal development)
4. **Support** the child's early literacy development, while modeling for parents how they can similarly interact at home and in other settings.