“We believe myIGDIs 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, Early Childhood/Early Literacy Services at Heartland Area Education Agency 11 in Johnston, IA
Education and learning begins well before a child enters their first day of Kindergarten - monitor early development indicators aligned with later school success.

**myIGDIs** are a comprehensive set of assessments for monitoring the growth and development of young children. myIGDIs are easy to collect, sensitive to small changes in children’s achievement, and mark progress toward a long-term desired outcome. For these reasons, myIGDIs are an excellent choice for monitoring English Language Learners and making more informed Special Education evaluations. Shown to be psychometrically sound, myIGDIs are trusted by teachers and fellow researchers across the nation.

- Quick & Standardized administration: 5-10 minutes per student.
- Valid, reliable and sensitive to growth over time.
- Aligned with long-term outcomes, and measures both status & growth.
- Well suited for RTI, CBM, and Special Education.

**Research Background**
The myIGDIs test measures are based on over a decade of research in measurement procedures for Curriculum-Based Measurement (CBM) at the University of Minnesota. Examples of General Outcome Measures, myIGDIs have since been evaluated empirically in a series of studies with special attention to reliability and validity indices. Today, myIGDIs are the only RTI-oriented early childhood measures and have been used across over 11,000 school settings.
myIGDIs Early Literacy+

Assessment Measures
- Picture Naming - Oral Language & Vocabulary
- Rhyming - Phonological Awareness
- Alliteration - Phonological Awareness
- Sound Identification - Alphabet Knowledge
- ‘Which One Doesn’t Belong?’ - Comprehension

Built upon a solid foundation of research conducted by the University of Minnesota, the second edition of Individual Growth & Development Indicators of Early Literacy (IGDIs-EL) utilize a data-based approach to screening that has shown to provide a new level of effectiveness in evaluating young children on their way towards becoming successful readers.

What’s New?
- All-new comprehension & alphabet knowledge measures
- Completely revised picture naming, rhyming & alliteration measures
- Quicker, easier and more reliable
- Designed for seasonal screening & use within an RTI model
- Improved item functionality
- Constructed using Item Response Theory

What’s +?
“+” indicates the new edition of assessment measures constructed with Item Response Theory – a more modern approach to test design. As opposed to Classical Test Theory, Item Response Theory assumes an “ability” that is invariant in characteristics across individuals and time. In short, + is a highly accurate method of locating an individual on an ability-based scale aligned with important instructional decisions.
ADVANTAGES OF FORMATIVE ASSESSMENT

- Clarify IEP Goals
- Identify Struggling Learners
- Create Performance “Snapshots”
- Develop Data-driven Decisions
- Improve Parent-Teacher Communication
- Differentiate Instruction

Designed to support an RTI-Model

Universal Screening/Benchmarking
  - Establish benchmarks
  - Identify at-risk students
  - Target intervention
  - Develop individualized plans

QUESTIONS?

- **Email:** info@myigdis.com
- **Call:** 612-466-4980
- **Visit:** myIGDIs.com