



Early Reading First: Guidelines

PURPOSE: Early Reading First supports the development of early childhood programs that focus on all areas of development, especially on the early language, cognitive, and pre-reading skills that prepare children for continued school success and that serve primarily children from low-income families. The chart below illustrates how mCLASS:CIRCLE, a research-based handheld-to-Web assessment solution for early childhood educators, aligns to the guidelines of the Early Reading First program.

GUIDELINE	mCLASS®:CIRCLE™
<p>Enhance children’s language, cognitive, and early reading skills through professional development for teachers</p>	<ul style="list-style-type: none"> ▶ mCLASS:CIRCLE provides a suite of assessment, grouping, and portfolio-building tools to give teachers immediate feedback on a child’s development. Teachers can quickly review individual progress at any time and use the results to craft targeted, timely, and effective classroom activities. mCLASS:CIRCLE has been shown to improve teacher classroom practice and children’s school readiness as part of a professional development program for teachers of at-risk pre-K children.
<p>Provide early language and reading development and instructional materials as developed from scientifically based reading research, and improve existing early childhood programs by integrating scientifically based reading research into all aspects of the program (including instructional materials, teaching strategies, curricula, parent engagement, and professional development)</p>	<ul style="list-style-type: none"> ▶ mCLASS:CIRCLE was developed in collaboration with the University of Texas Health Science Center’s Children’s Learning Institute and provides reliable and valid assessments of the key early literacy skills outlined by the National Early Literacy Panel. mCLASS:CIRCLE also suggests fun and engaging classroom activities targeted to individual children, the whole class, and suggested groups of children based on assessment results. Group reports on the handheld and Web help teachers and other educators plan group activities targeted to children’s specific needs.
<p>Use screening assessments to effectively identify preschool children who may be at risk for reading failure</p>	<ul style="list-style-type: none"> ▶ The mCLASS:CIRCLE assessment system provides teachers with quick, easy screening measures to observe, monitor, and encourage young children’s development in letter naming, vocabulary, phonological awareness, and mathematics.

For more information, please visit www.wirelessgeneration.com/funding.

mCLASS® CIRCLE

Early Reading First: Reporting Requirements

The Department of Education has established Government Performance and Results Act of 1993 (GPRA) performance measures for the Early Reading First program. Applicants may select their own assessment instruments for GPRA reporting; the chart below illustrates how mCLASS:CIRCLE meets the reporting requirements of the Early Reading First program.

REPORTING REQUIREMENT	mCLASS®:CIRCLE™
<p>The cost per preschool-aged child participating in Early Reading First programs who achieves a significant gain in oral language skills after each year of implementation</p>	<p>❑ mCLASS:CIRCLE measures and supports oral language development—specifically, expressive vocabulary and phonological awareness. Children’s performance on brief, reliable measures three times per year is compared against research-based cutpoints to determine gains and suggest appropriate activities. Web-based reporting tools reveal which children have developed age-appropriate oral language skills, as well as the rate of progress for each child.</p>
<p>The percentage of preschool-aged children participating in Early Reading First programs who demonstrate age-appropriate oral language skills after each year of implementation</p>	<p>❑ Web-based reporting tools show which children within a class, school, or program have developed age-appropriate oral language skills.</p>
<p>The average number of letters Early Reading First preschool-aged children are able to identify after each year of implementation</p>	<p>❑ mCLASS:CIRCLE measures and supports children’s letter acquisition using a one-minute measure of letter naming. Technology-enabled assessment of letter naming provides a more accurate and reliable method for assessing young children.</p>
<p>The percentage of preschool-aged children participating in Early Reading First programs who achieve significant gains in oral language skills after each year of implementation</p>	<p>❑ mCLASS:CIRCLE Web-based reports reveal class and individual child performance including which children have made significant gains from beginning to end of year.</p>

For requirements 2-4, the grantee should be able to demonstrate that the oral language assessment selected is:

- a) Valid for the subject and age range of students being tested. Validity is the extent to which the test measures what it was supposed to. There are several types of validity, including content, construct, and predictive validity.
- b) Reliable with regard to the consistency and repeatability of measurement. Several types of reliability are routinely established, including the internal consistency of an instrument (how well different items on an instrument measure the same construct) and test/retest reliability (the consistency of measurement at two different points in time).

In addition, for assessments used to determine if a child made a significant gain (for measure 4), the same assessment should be used for pre- and post-tests.

mCLASS:CIRCLE meets these guidelines for oral language assessments. The brief, reliable assessment measures are administered three times per year, and all have been evaluated for adequate reliability and validity. Further details and psychometric data are available from Children’s Learning Institute.

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