

Minnesota Principals Academy Action Learning Project

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Early and Emergent Literacy Skill Acquisition: Benchmark Assessment Longitudinal Perspectives

Abstract

The purpose of this study is to investigate the relationship between Benchmark Literacy programming and early literacy skills acquisition of emergent readers in grades 3-5, in a school district located in East Grand Forks that has implemented Benchmark Literacy programming. The success of the Benchmark Literacy Program will be determined through successful comprehensive early literacy instruction, student performance, classroom teacher reporting, and student growth scores demonstrated on the Benchmark Assessment Survey. Factors included in this study are scores from Benchmark Assessment, administered by classroom teachers in the fall, winter, and spring of the academic year. Other factors not considered included socio-economic status, gender, race/ethnicity and disability. These factors were not analyzed as to how they related to early literacy behaviors and skills acquisition of emergent readers.

Vision:

All Students are special learners. All students can learn. South Point Staff will respectfully meet the needs of all students.

Background / Context:

The survey instrument is the Benchmark Assessment Kit, developed by Irene Fountas and Gay Su Pinnell (Heinemann). The studied district elicited assessment participation from one 3-5 elementary school site.

There were 1367 students that participated in the study over a three year period from 2014-2017. The survey instrument will be administered at the beginning, middle and end of the academic year.

What we did:

The data from this was used to answer the research questions designed to ascertain the relationship between early literacy skills acquisition of emergent readers and the Benchmark Literacy Program. Appropriate measurements and data analysis processes will be conducted to analyze the data.

Implications for Practice:

Understanding the relationship that exists between emergent readers and the attainment of grade level reading performance will provide insight needed to address the reading proficiency needs of grade 3-5 students as they complete their academic years of public school. Furthermore, by better understanding the concept of early literacy instruction and its impact on emergent readers, schools will develop early literacy behaviors and instructional practices that will enhance the reading capacities of their students. In addition, efficacy recommendations will be made to school districts that are contemplating purchasing the Benchmark Literacy Program.