Start Making A Reader Today (SMART)

Year Two Evaluation Report

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I. Background & Introduction

SMART Program Description & Goals

The goal of the Start Making a Reader Today (SMART) program is to support young children to develop early reading and literacy skills, as well as to increase their interest, confidence, and enthusiasm about reading. SMART pairs trained adult volunteers with PreK-3rd grade children, primarily in schools serving significant proportions of low-income families. Thus, SMART augments the one-on-one reading support available in typical elementary schools. Volunteers read to children for 30 minutes, either once or twice a week, and provide books that children can take home and keep for themselves. Prior evaluation research (Baker, Gersten, & Keating, 2000) found that children who participated in SMART had better word identification and comprehension skills compared to similar children randomly assigned to a control group. However, since this study was conducted, the SMART model has evolved; in particular, the recognition that many children start kindergarten lacking basic early literacy skills led the SMART program to develop and implement two "early" SMART models: PreK SMART, implemented in prekindergarten programs with 3-5 year olds, and KSMART, implemented in kindergarten classrooms.

The PreK and KSMART models differ somewhat from SMART services provided to older children. One key difference is the use of a universal model in which all children in a classroom receive support from a SMART reader. This is in contrast to a targeted model in which only children with identified literacy concerns are selected to participate in SMART services. Universal provision of SMART services helps both reduce any stigma associated with participation in SMART, as well as ensuring that all children have the potential to benefit from reading support in the critical early years. PreK and KSMART reading sessions are also somewhat shorter than sessions for older children, as these children are not developmentally ready to be read to for long periods of time. PreK and K SMART sessions are approximately15-20 minutes long. Finally, providing books for young children to bring home is a key part of PreK and KSMART service models, with all participating children receiving 2 books per month to keep for themselves.

The purpose of this evaluation was to begin to understand the effectiveness of these early SMART models in building young children's interest and confidence in reading. In Year 1, several major tasks were accomplished: identification of measureable outcomes appropriate for PreK and KSMART; development of a tool for measuring such outcomes; and implementation of a streamlined, user-friendly data collection process that would not create undue burden on project partners. To assess preliminary outcomes and prepare for a larger roll-out of the evaluation in Year 2, the data collection tool and process was piloted with an

initial group of PreK and kindergarten classrooms. Early results suggested that the tool was indeed capturing the dimensions of interest, but the relatively small sample size also limited interpretation of the initial findings. Thus, a major goal for Year 2 was to recruit additional classrooms and increase sample size. Unfortunately, some challenges were encountered in Year 2 in recruiting school sites (kindergarten classrooms) for participation, particularly in recruiting control classrooms. Likewise, unavoidable factors such as teacher turnover ultimately reduced the number of classrooms reporting complete data. As a result, the decision was made to combine the data from Year 1 and Year 2, in order maximize sample size for the purposes of analysis. This report summarizes the combined findings from Year 1 and Year 2 (2012-2014) of the evaluation.

II. Methodology

Study Design

The SMART evaluation used a quasi-experimental control group design. Data were collected about individual children from a sample of PreK and KSMART classrooms, and from a set of comparison classrooms ("controls") that did not participate in PreK or KSMART. The comparison *classroom* approach was used because both PreK and K SMART models use a universal model in which all children in a given classroom participate in SMART. Ideally comparison classrooms were at the same school and where possible, taught by the same teacher (e.g., morning PreK classes would receive PreK SMART, while afternoon classes taught by the same teachers would serve as controls). This was possible in some, but not all, cases. When this was not possible, control classrooms within the same school that were not participating in SMART were selected. In some cases, control classrooms were selected from a neighboring elementary school or Head Start program. In Year 1, data for each child were reported by classroom teachers in Fall 2012 and Spring 2013; in Year 2, data for each child were reported by classroom teachers in Fall 2013 and Spring 2014.

School & Program Recruitment Process

Principals (for KSMART) and Program Directors (for PreK SMART) were contacted by SMART central office staff, who described the nature and purpose of the study and worked with leadership to identify appropriate control classrooms. The evaluation team then provided information about the evaluation to program /school leaders for sharing with involved staff. SMART coordinators from each regional area did outreach to principals and program directors to answer any questions and facilitate the recruitment process. The biggest challenge to recruitment was identifying appropriate comparison classroom (especially at the elementary level) as many of the schools were already implementing SMART in all of the classrooms. Another challenge was recruiting newly-established PreK SMART and KSMART programs for participation; many were interested but time lags involved in setting up the new programs often times made them ineligible, e.g., programs were not yet in place at the time of the Fall or baseline data collection. The sample is thus a convenience sample of early SMART programs.

Sample Characteristics

PreK SMART. In Year 1, eight PreK classrooms from two Head Start programs took part in the evaluation. In Year 2, an additional 18 classrooms participated, for a combined total of 26 classrooms. Of these, 15 classrooms received the Prek SMART intervention and 11 classrooms served as controls. All of the participating PreK programs except one were half-day programs.

Of the classrooms participating in SMART, 80% read with volunteers once per week and 20% read with volunteers twice per week.

The total combined sample included 399 children (242 who received PreK SMART, and 157 who did not). Among Pre-K students, slightly less than half of the overall sample was female (46%). About half (51%) of the sample was white, and slightly more than a third (35%) were Latino. About two-thirds of the sample spoke only English at home (68%), and nearly a third (32%) spoke Spanish at home. There were no significant differences observed between Pre-K SMART and control groups with regard to gender or the percent of children with an IFSP (Individual Family Service Plan). Children in the intervention group were more likely to be Latino, and more likely than children in the control group to speak a language other than English at home.

Table 1. Selected PreK Child Characteristics

	PreK SMART (N=242)	PreK Control (N=157)
Percent female	47%	45%
Percent who speak a language other than English at home	36%*	27%
Percent Latino	40%*	28%
Percent with an IFSP	19%	21%

* *Statistically significant difference between Control and SMART groups, p < .05.*

KSMART. In Year 1, 10 classrooms of kindergarten students from four schools were recruited to participate in the SMART evaluation. An additional 10 classrooms were recruited in Year 2, for a combined total of 20 classrooms. Of these, 12 classrooms received the KSMART intervention and 8 classrooms served as controls. A little more than half (56%) of intervention children participated in KSMART twice a week. The kindergarten classrooms also included 7 immersion classrooms (3 KSMART and 4 control).

The total combined sample included 436 children (284 who received KSMART and 152 served as controls). Half of the kindergarten students were female (50%). More than a third (37%) of the sample was Latino, and about half (51%) were White. More than half of the sample spoke only English at home (61%), while 39% spoke a language other than English at home. Children in the control group were more likely than children in the intervention group to speak a language other than English at home. Children in the control group were more likely to be in full-day programs, and children in the intervention group were more likely to be in language immersion programs. There were no significant differences observed between KSMART and control groups with regard to gender, race/ethnicity, or percentage of children with an IEP.

Table 2. Selected kindergarten child characteristics

	K SMART (N=284)	K Control (N=152)
Percent female	50%	51%
Percent who speak a language other than English at home	34%	47%*
Percent White	52%	49%
Percent with an IEP	6%	8%
Percent in full-day program	50%	65%*
Percent in language immersion program	57%*	22%

**Statistically significant difference between Control and SMART groups, p < .05.*

Data Collection Process

In light of lessons learned from the Year 1, several changes were made to the data collection process in Year 2. Most significantly, data collection became web-based, eliminating several burdensome steps required for the preparation, delivery, and return of hard copy instruments. As in Year 1, teachers were asked to complete a survey for each participating child in their class, but in Year 2, they were able to do so using a secure, HIPAA-compliant, web-based application.

Measures

Teacher Survey. The teacher survey (see Appendix A) was developed based on a review of the literature on early literacy and key early factors supporting young children's reading skills as well as extensive input from SMART staff and stakeholders about the expected outcomes for the SMART program. Stakeholders responded to questions such as "What changes do you see in children who have participated in SMART"; responses were used to identify appropriate outcome areas to include in the evaluation.

The Teacher Survey included several demographic items (such as student gender, race) and items that assessed general classroom characteristics and practices that were seen as important to supporting early literacy, such as how often children are read to in small groups during the school day. Possible teacher responses ranged from, "Rarely or never," to "More than once/day."

Twenty two items were used to measure the three key outcome domains: (1) reading activities/behavior, (2) reading comprehension, and (3) reading interest. Items were summed for each domain. The ***Reading Activities Scale*** included five items that asked about how many

times per week a child performed different reading behaviors. Teachers were asked how often children: Looked at books by him/herself; Ask to be read to; Ask about what printed words mean; Attempt to write words; and Pretend to read/reads from memory. The teachers responded on a scale from 1-5, with 1 being "*Never*," 2 being "*1-2 times per week*," 3 being "*3-4 times per week*," four being "*Daily*," and five being "*More than once/day*." The ***Reading Comprehension Scale*** items assessed four aspects of reading comprehension. Teachers were asked to rate how well the child: Understands how a story begins and ends; describes characters in a story; Gives appropriate details when retelling a story; and Makes good predictions about what might happen in a study. Teachers responded on a scale from 1-5, with 1 being *"Not at all,"* 2 being *"a little,"* 3 being *"sometimes,"* 4 *"usually,"* and 5 *"always."* The ***Reading Interest Scale*** used the same response scale as the reading comprehension scale, and asked teachers to rate each child in terms of how much the child: Shows interest in learning how to read; Enjoy being read to; Show confidence in his/her reading skills; and Seem confident and excited about learning to read. Subscales demonstrated good internal reliability: the Reading Activities Scale, alpha= .83; the Reading Comprehension Scale, alpha=.95; and the Reading Interest Scale, alpha=.88.

Additionally, for the Pre-K students, the survey also included two items concerning reading in the children's home environment, since Head Start teachers have the opportunity to visit children's' homes at least twice a year. Teachers were asked to assess how many children's books a child had access to at home and how often an adult read to the child at home**.**

School and program assessment data**.** The evaluation team explored the availability of data already collected by elementary schools and Head Start programs to assess children's early literacy skills. Unfortunately, elementary schools did not collect information using similar assessment tools that could allow for comparison across the various participating schools. The majority of Oregon's Head Start programs, on the other hand, utilize the Teaching Strategies Gold (TS Gold) assessment tools, which include information related to children's early literacy skills. The TS Gold is a widely used, valid and reliable measure of children's skills used primarily for planning and individualizing instruction in preschool classrooms (Kim, Lambert & Burts, 2013). The evaluation team worked with a subsample of participating Head Start programs to receive and score children's Fall and Spring scores on the TS Gold subscales related to early literacy. Findings are presented below.

III. Results

Baseline Equivalency of Groups

The first step in analysis was to examine whether the SMART intervention groups were similar to the control groups at baseline on key outcomes of interest. Pre-existing differences between

the groups would suggest that students (or classrooms) receiving SMART were different prior to the start of the study on variables that might influence children's outcomes. Table 3 below describes the differences in average summary scores on subscales and key survey items by group for Pre-K and Kindergarten students in the fall (at baseline). This analysis represents the mean scores for all students, although there may be item level data missing in some areas.

As Table 3 illustrates, there were several differences between children in SMART and control classrooms at baseline (prior to implementation of SMART). First, there was a significant difference on the reading activities scale between PreK SMART and Control groups at baseline, with Control students scoring lower than SMART students. Students in the Control group also scored lower than PreK SMART student at baseline on the reading interest scale.

Even in the fall, teachers reported that students in the PreK SMART group were more likely to be read to one-on-one and in small groups in the classroom than were Control group students. In addition, students in the PreK SMART group had significantly more books at home than control students, and were significantly more likely to be read to by an adult at home. However, Pre-K students in the SMART and Control groups showed no differences on the reading comprehension scale at baseline, nor in their TS Gold scores.

Table 3. **Baseline equivalency: Fall scores on key outcomes**.

	PreK SMART N=242	PreK Control N=157	K SMART N=255	K Control N=152
Reading Activities Scale (ranges from 5 to 25)	13.52	11.54*	13.75	14.69*
Reading Comprehension Scale (ranges from 4 to 20)	10.66	10.47	11.87	11.32
Reading Interest Scale (ranges from 4 to 20).	11.96	10.06*	13.51	15.14*
Frequency of one-on-one reading	4.30	3.85*	3.67	1.82*
Frequency of small-group reading	4.86	4.46*	4.54	3.07*
Sub-analyses	**N=171**	**N=80**	N/A	N/A
Number of books in the home	3.45	2.96*	N/A	N/A
Frequency of reading with adults at home	2.84	2.58*	N/A	N/A
	N=132	**N=74**	N/A	N/A
TS Gold Literacy Assessment Composite Score	28.64	30.72	N/A	N/A

**Statistically significant difference between Control and SMART groups, p < .05.*

***Note: some data may be missing for particular variables, thus sample size may differ across variables.*

For Kindergarten students, students in the SMART and Control groups showed significant differences on both the reading activities scale and the reading interest scale at baseline, with Control students scoring higher than SMART students. The groups also showed differences in the frequency of one-on-one reading, with SMART students being read to one-on-one and in small groups significantly more often. No differences were observed between groups on the reading comprehension scale at baseline.

Although these differences cannot be entirely accounted for, statistical approaches to control for these differences were used in the outcome analyses presented below.

PreK Outcomes

Table 4 shows the differences in mean scores at Fall and Spring assessments for PreK students by group on key outcome domains.

As shown in the table below, all children increased their scores on the major outcome domains (Literacy Scales and TS GOLD) from fall to spring, but PreK SMART students made larger gains in both reading comprehension and reading interest than did students in the Control group. In terms of reading frequency in the classroom, the frequency of both one-on-one reading and small group reading in the class increased significantly for PreK SMART students between fall and spring, while the amount of one-on-one and small group reading actually decreased somewhat for control students.

There was no difference found between the PreK SMART group and the control group on change in TS Gold composite scores from fall to spring, but PreK SMART children were significantly more likely than control group children to be rated by teachers as meeting age-appropriate literacy benchmarks by the end of the year.

According to teacher's ratings, there was very little change in number of books in the home between fall and spring for both groups, but the frequency with which PreK SMART children were read to at home increased significantly from fall to spring, as compared to control group children.

Differences in the amount of growth over time for the key outcome variables for intervention and control groups are shown in Figures 1-6.

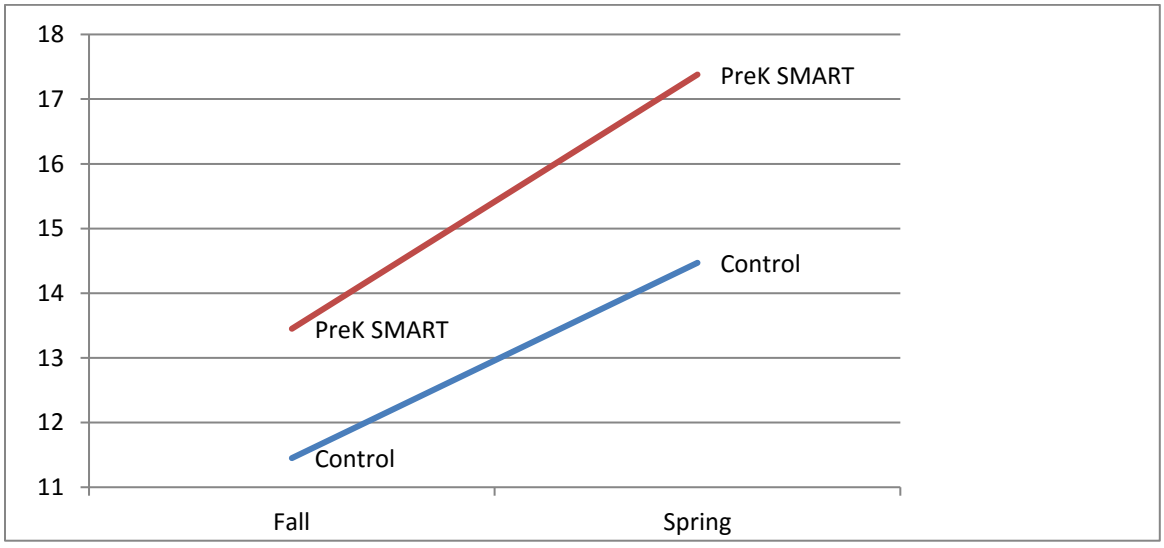
Table 4. PreK: Differences in Fall and Spring Scores on Key Outcome Domains.

	PreK SMART (N=234)		Control (N=148)	
	Fall	**Spring**	**Fall**	**Spring**
Literacy Subscale 1: Reading Activities scale	13.45	17.38	11.45	14.47
Literacy Subscale 2: Reading Comprehension scale	10.66	15.24*	10.38	13.41
Literacy Subscale 3: Reading Interest scale	11.96	16.24*	9.97	13.00
Frequency of one-on-one reading at school	4.29	5.19*	3.85	3.64
Frequency of small-group reading at school	4.88	5.43*	4.43	4.38
Sub-analyses	**N=171**		**N=80**	
Number of books in the home	3.49	3.77	3.01	3.25
Frequency of reading at home	2.82	3.10*	2.62	2.62
	N=158		**N=97**	
Frequency child asks to take book home	2.13	3.66*	1.97	2.51
Meets age-appropriate literacy benchmarks	1.98	2.77*	2.28	2.85
	N=132		**N=74**	
TS Gold Early Literacy Assessment composite scores	28.60	47.74	29.76	49.22

**Statistically significant difference between Control and SMART groups, p < .05.*

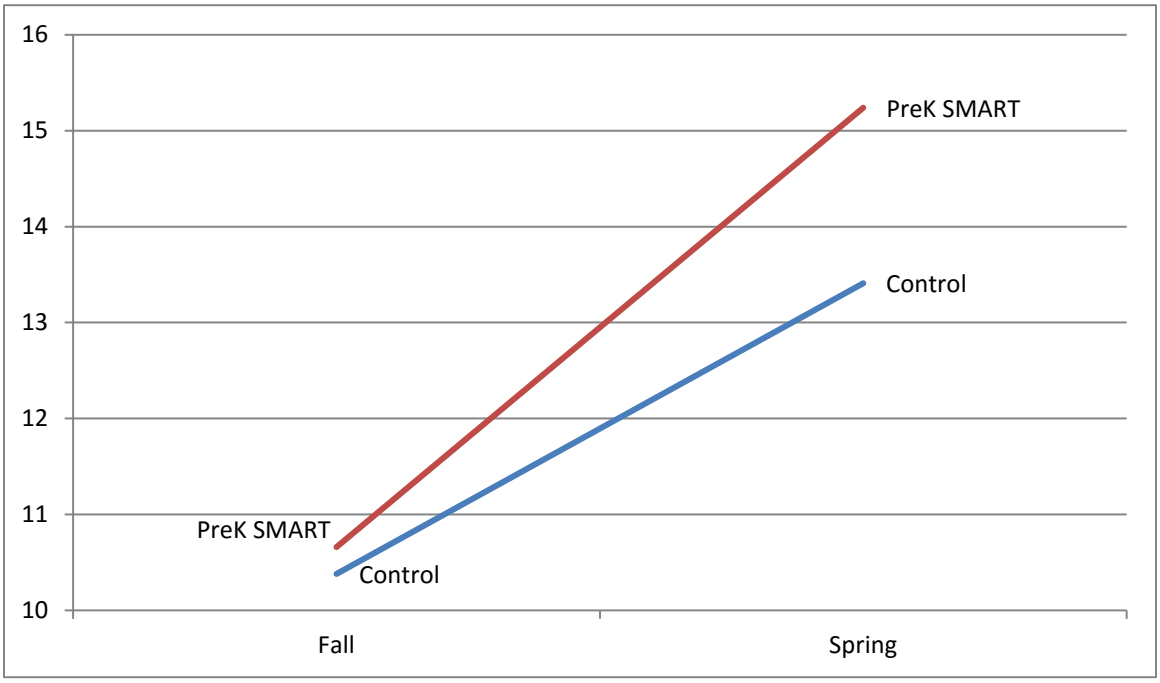
As shown in Figure 1, for the reading activities subscale, both PreK SMART and control groups showed statistically significant improvement in their scores from fall to spring. However, there was no significant difference in the rate of growth for the PreK SMART and control groups.

Figure 1: Change in Reading Activities Score from Fall to Spring for PreK Classrooms



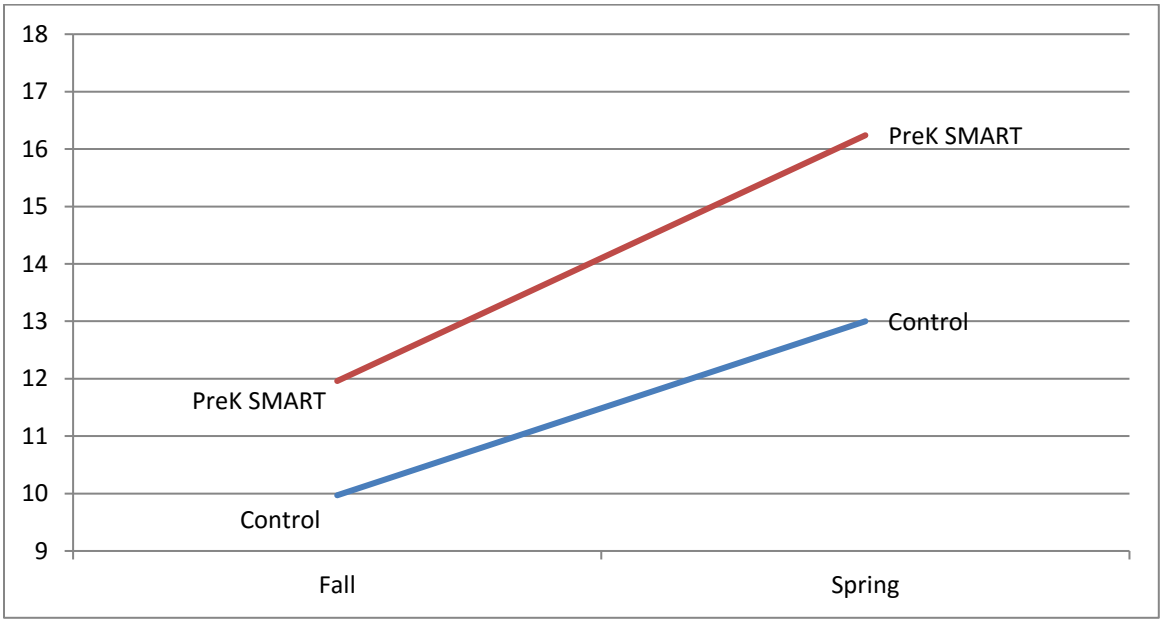
As shown in Figure 2, on the reading comprehension subscale, all students' scores improved over time; however, the PreK SMART students experienced more improvement; this effect was statistically significant (p=.00). Thus, although PreK SMART and control students started the year with similar levels of reading comprehension, PreK SMART students surpassed control students on the comprehension subscale in the Spring.

Figure 2: Change in Reading Comprehension Score from Fall to Spring for PreK Classrooms



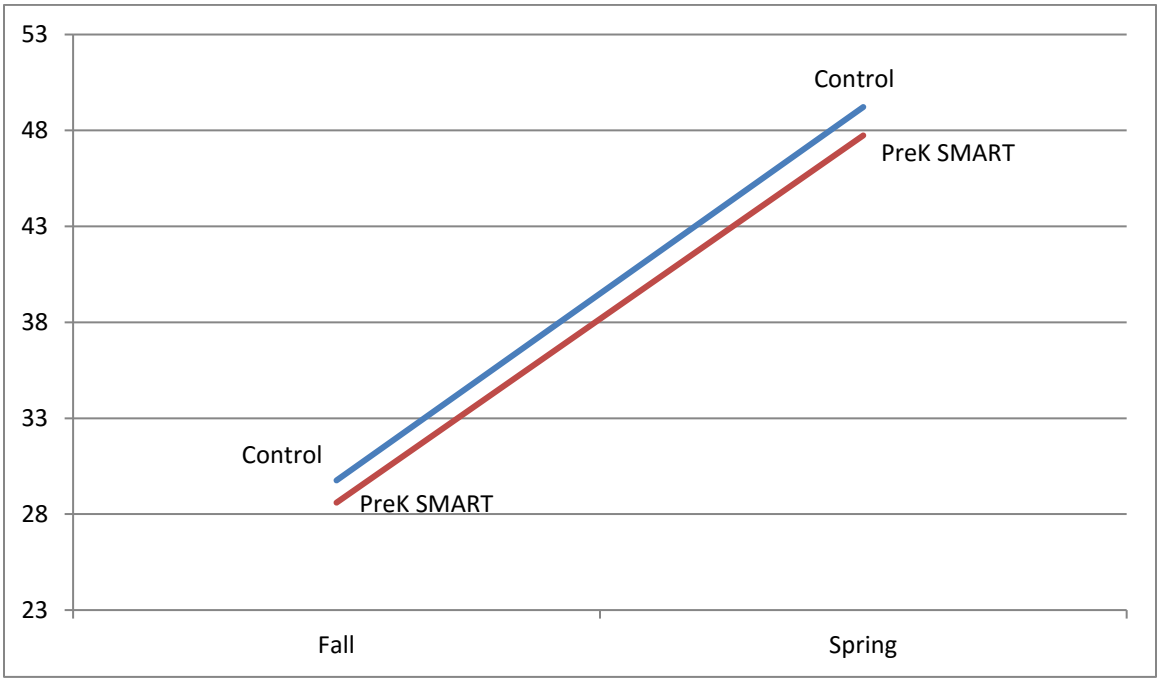
As shown in Figure 3, on the reading interest subscale, both PreK SMART and control group students had higher scores in spring as compared to their scores in the fall, but again, PreK SMART students experienced significantly more growth over the course of the year than did control students (p=.004).

Figure 3: Change in Reading Interest Score from Baseline Fall to Spring for PreK Classrooms



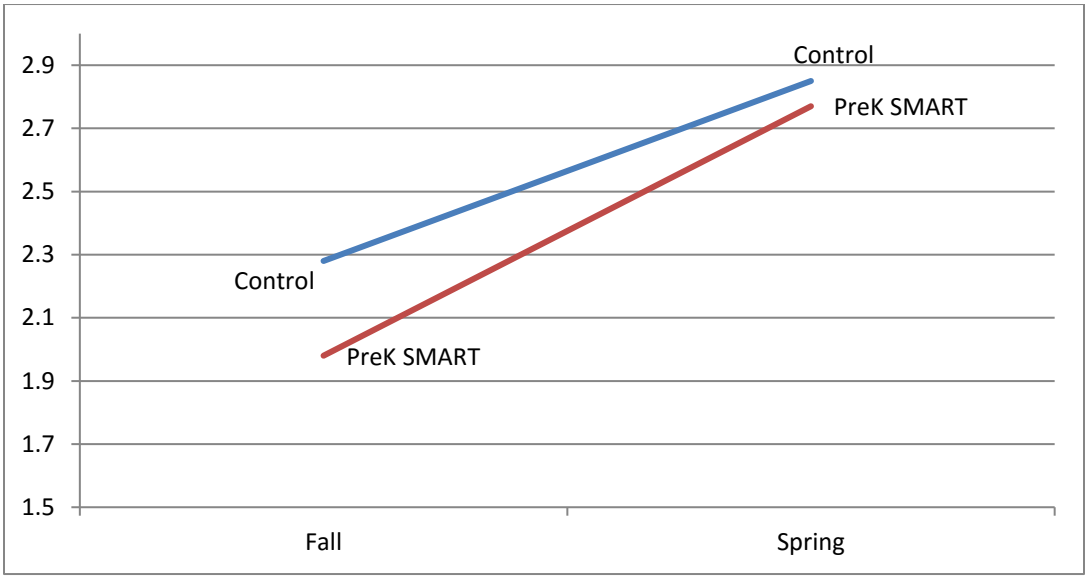
As shown in Figure 4, on the TS Gold Assessments, both PreK SMART and control groups showed statistically significant improvement in their composite scores from fall to spring. However, there was no difference in the rate of improvement between control group students and PreK SMART participants.

Figure 4: Change in TSGold Composite Score from Fall to Spring for PreK Classrooms



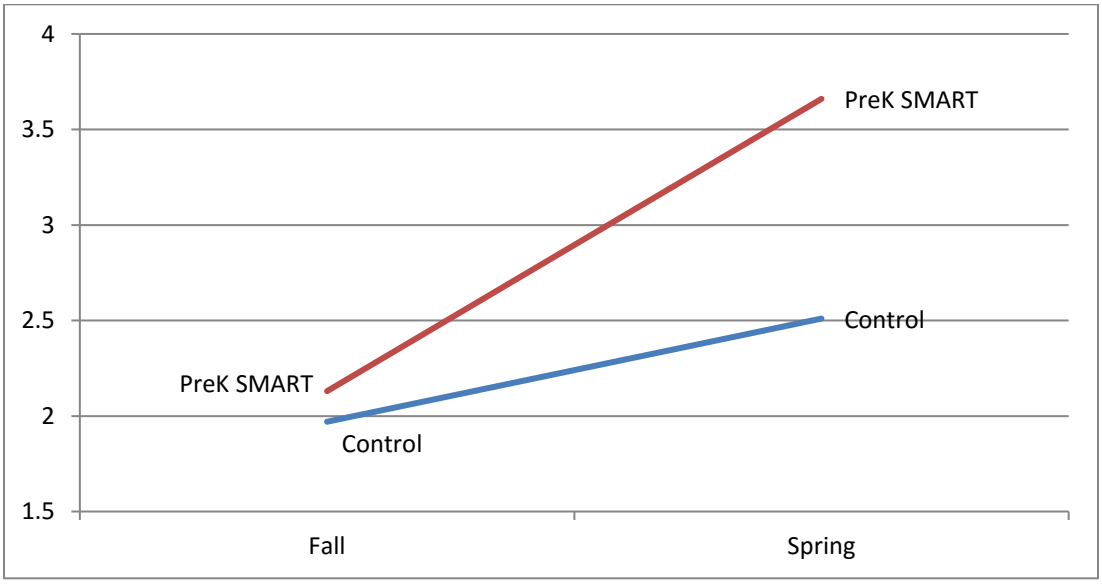
As shown in Figure 5, both PreK SMART and control children were more likely to meet age appropriate benchmarks by the end of the year, but PreK SMART children showed significantly greater growth from fall to spring (p=033).

Figure 5: Change in Percentage Meeting Literacy Benchmarks from Fall to Spring for PreK Classrooms



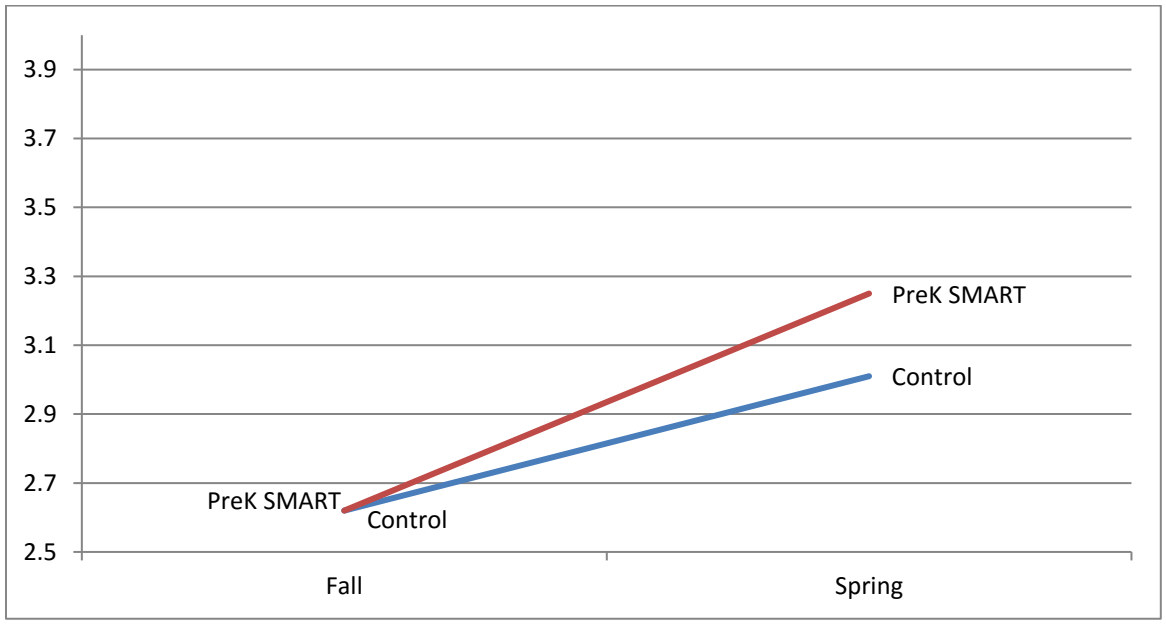
As shown in Figure 6, by the end of the year, PreK SMART children were significantly more likely than control children to ask to take a book home with them from school (p=.00).

Figure 6: Change in Frequency With Which Child Asks to Take Book Home From School from Fall to Spring for PreK Classrooms



As shown in Figure 7, by the end of the year, PreK SMART children were significantly more likely than control children to be read to by an adult at home (p=.00).

Figure 7: Change in Frequency of Adults Reading to Child at Home from Fall to Spring for PreK Classrooms



Thus, for PreK students, overall outcomes on key measures were very positive. Although the PreK SMART group did not show improvement on every measure relative to the control group, PreK SMART students were more likely to show improved reading comprehension; to show greater increases in their interest in reading over time; to be rated by teachers as meeting age-appropriate literacy benchmarks by the end of the year; to ask to take books home from school; and to be read to at home by an adult.

KSMART Outcomes

Table 5 below shows the differences in mean scores for Kindergarten students by group over time. The table represents a total of 394 Kindergarten students, although there may be missing item level data in some areas. Additionally, information from one classroom was omitted because of anomalies in the data. As can be seen, all children improved their literacy-related scores from Fall to Spring. Further, there was an increase in reading-related activities in the classroom for both groups.

Table 5. Outcomes for Kindergarteners

	KSMART (N=250)		Control (N=144)	
	Fall	**Spring**	**Fall**	**Spring**
Literacy Subscale 1: Reading Activities	13.88	18.48	14.79	19.05
Literacy Subscale 2: Reading Comprehension	11.95	15.34	11.38	15.77*
Literacy Subscale 3: Reading Interest Scale	13.56	15.99*	15.13	16.73
Total Literacy Scale Scores (Summary Score)	39.48	48.81	39.53	49.40
Frequency of one-on-one reading at school	3.76	4.38	1.81	3.05*
Frequency of small-group reading at school	4.61	5.11*	3.1	3.62
Sub-analyses	**N=172**		**N=55**	
Frequency child asks to take book home from school	4.38	5.53	3.62	4.73
Meets age-appropriate literacy benchmarks	2.01	2.74	1.71	2.56

As shown in Figure 8 below, on the reading activities subscale, both SMART and control groups showed statistically significant improvement in their scores from fall to spring. However, there was no difference in the rate of growth between the two groups.

Figure 8 : Change in Reading Activities Score from Fall to Spring for Kindergarten Classrooms

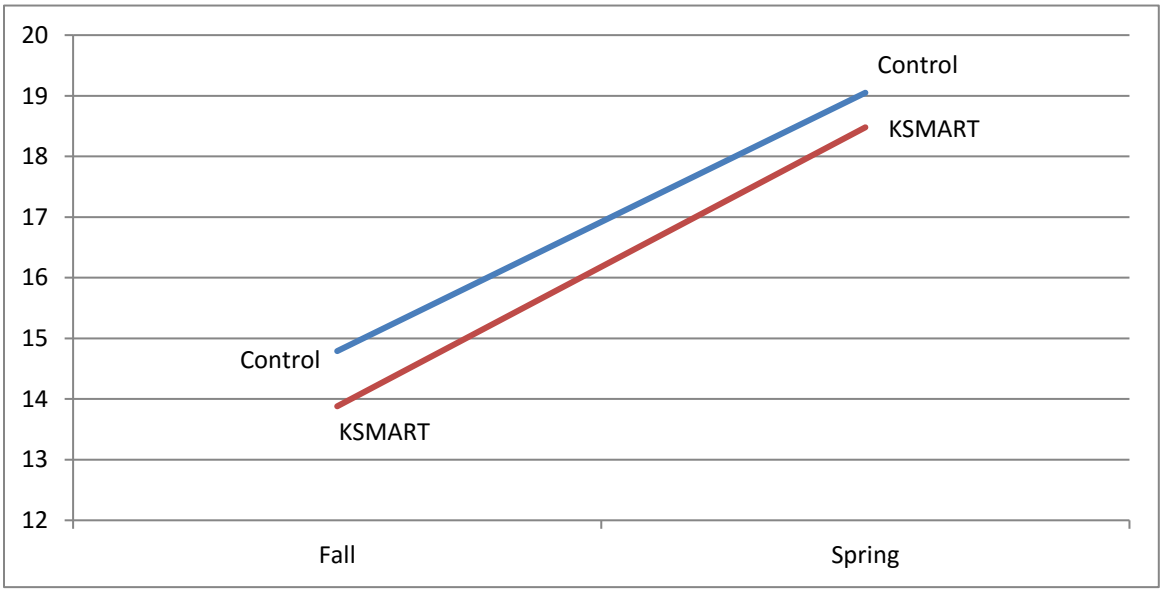
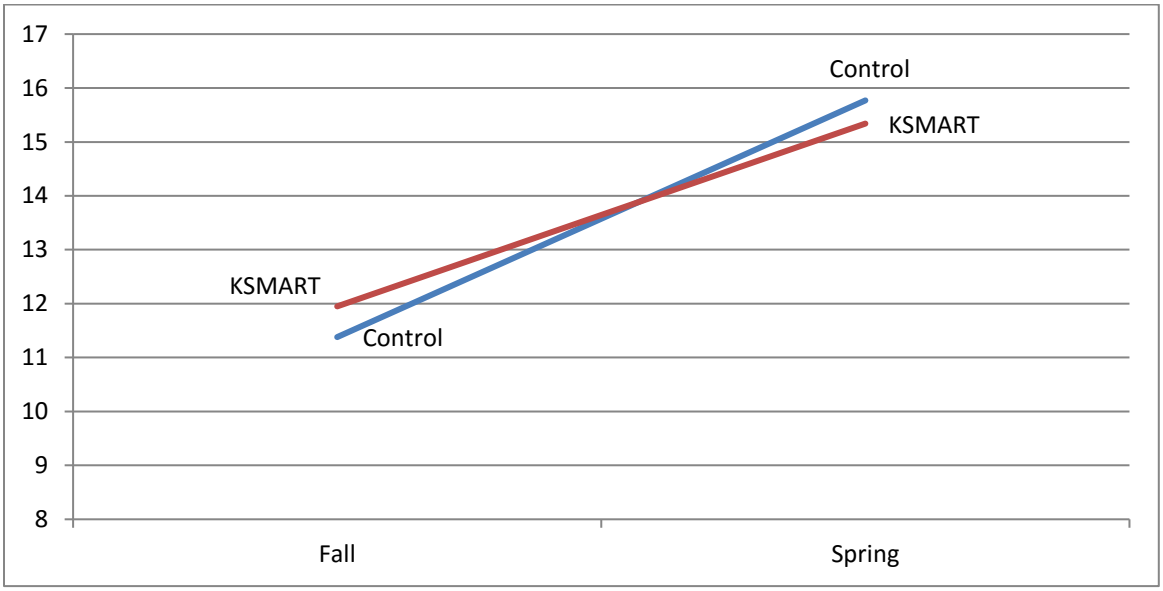


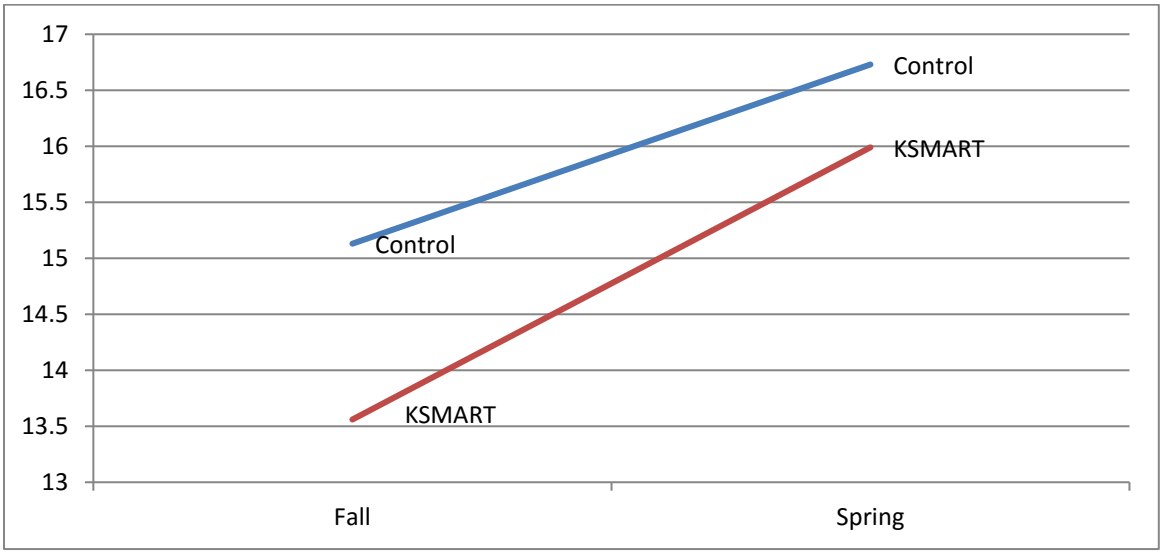
Figure 9 shows results for reading comprehension. It appears that all students' scores improved significantly over time, but the control group experienced more growth than did the SMART group (p=.017).

Figure 9 : Change in Reading Comprehension Score from Fall to Spring for Kindergarten Classrooms



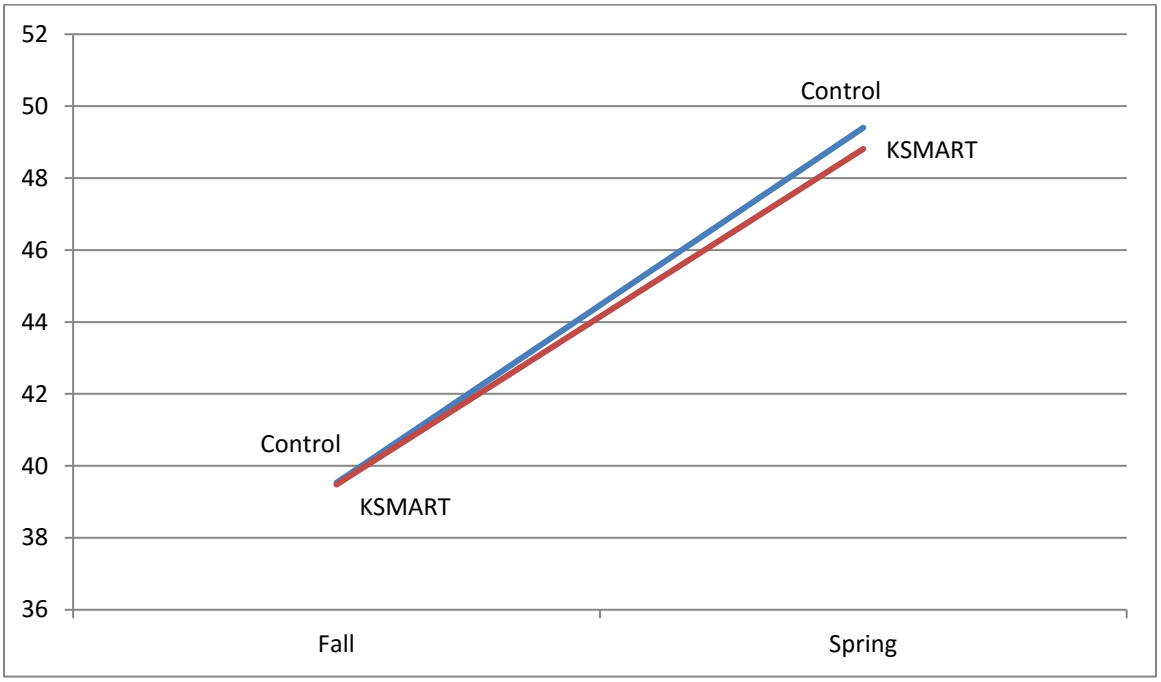
On the reading interest subscale, student scores improved significantly over time, with both SMART and control groups getting higher scores in spring. However, the SMART students showed more improvement than control students (p=.019).

Figure 10 : Change in Reading Interest Score from Fall to Spring for Kindergarten Classrooms



As shown in Figure 11, when the three scales are combined, both SMART and control students improved over time, but there was no significant difference in the overall rate of growth from fall to spring.

Figure 11 : Change in Total Literacy Score from Fall to Spring for Kindergarten Classrooms



Thus the pattern of results for KSMART students was somewhat different than that found for the PreK students. Like the PreK SMART students, KSMART students showed more growth in reading interest over the course of the school year than did control students. With regard to the two measures concerning the frequency of reading to children, the results were mixed. Control classrooms showed a bigger increase over time in one-on-one reading, as compared to KSMART classrooms, although they started at a much lower level of one-on-one reading and never really "caught up" to the KSMART classrooms. On the other hand, small group reading increased more for the SMART students than for control students at a statistically significant level (p=.003). It is important to note that it is difficult to know whether KSMART teachers included time spent with a SMART volunteer in their baseline reports of one-on-one reading, since many of the programs started prior to administration of the teacher survey.

IV. Conclusions and Recommendations

Summary of Findings

PreK SMART. Results for the PreK SMART programs were generally positive, and indicated that these students showed more improvement, compared to controls, on the measures of reading comprehension and on interest in reading (e.g., confidence in reading, excitement about learning to read, and enjoyment in reading), compared to students in control PreK classrooms. Children in PreK SMART classrooms were also rated by their teachers as being significantly closer to meeting age-appropriate literacy benchmarks by the end of the year, compared to control children.

Consistent with successful implementation of the PreK SMART model, children in PreK SMART classrooms had more one-on-one reading opportunities than their peers in control classrooms. They were also significantly more likely than control children to ask to take a book home from school, and to be read to at home by an adult.

KSMART. Findings for the KSMART program were somewhat different than those found for PreK SMART students. Specifically, kindergarten students in KSMART classrooms, like those in the PreK mode, improved more in terms of reading interest compared to their peers in control classrooms. This was the area in which the kindergarten model appears to be having the most impact on children's early literacy behavior and motivation. Students in KSMART showed somewhat less growth in terms of reading comprehension, and there was no statistically significant difference in terms of children asking to take books home from school between KSMART and controls.

Consistent with expectations, KSMART students were read to more frequently, both in one-on-one and small group settings. Interestingly, there was a bigger increase over time in one-on-one reading for children in control classrooms, suggesting that kindergarten teachers in non-SMART classrooms may be making special efforts to ensure these control students do have one-on-one reading time. KSMART classrooms, on the other hand, increased the time spent doing small group reading over the course of the year more than did control classrooms.

Unfortunately, there was no standardized literacy assessment data available for kindergarten students other than teachers' ratings of students' interest, motivation, and comprehension. Teachers were asked to assess how close students were at the beginning and end of the year to meeting age-appropriate literacy benchmarks, but no differences were found between the KSMART and control groups.

Conclusions

Results provide evidence that both the PreK and KSMART models are helping to build young children's early excitement and interest in books and reading. This enthusiasm and love of reading is thought to be one of the important elements in promoting early literacy skills and, potentially, later school success. Such increased interest in books was reflected in the study outcomes in children's behavior – specifically, that the children in PreK SMART were more likely to ask to have books read to them. Even more strikingly, the PreK SMART model is associated with increases in children's reading comprehension, a key component to building literacy skills, and may be supporting children to reach early literacy benchmarks. The success of the PreK SMART model may be partially explained by the apparent success in engaging parents in reading at home. These additional supports at home, and perhaps in time spent reading during the day in class, appear to be paying off for these children. Thus, the evidence supporting the PreK SMART model shows effects in multiple domains thought to be important to supporting children's literacy development.

KSMART outcomes were strongest in the central domain of reading enthusiasm and interest. Reasons for the lack of outcomes on other domains (child engagement in reading activities, comprehension) may be related to the wide variability in how KSMART is implemented within the kindergarten classrooms. For example, to the extent that volunteer readers focus primarily on making the reading time "fun" rather than on engaging children in reading in ways that directly support comprehension (e.g., asking questions, having children re-tell narratives, etc.) patterns such as the one found in this study would be expected. More training and support for volunteers to utilize dialogic and other evidence-based reading approaches that have been shown to explicitly build reading skills such as comprehension may be needed to have impacts on these other dimensions. Increased emphasis on how to engage families in supporting children's reading at home through the KSMART model could also help contribute to strengthening outcomes.

Appendix A

SMART Evaluation Teacher Survey

Q1.2 Your name:

Q1.3 School name:

Q31 How often does a SMART volunteer read to children in your classroom?
- ❍ Once per week (1)
- ❍ Two times per week (2)
- ❍ Other: Please write-in below. (3) _____
- ❍ Never: not a SMART Classroom (4)

Q1.5 On a typical day, how often do you or another adult read to children in your class in a large group (more than 5 children)?
- ❍ 1-4 times/week (1)
- ❍ Once/day (2)
- ❍ Twice/day (3)
- ❍ More than twice/day (4)

Q1.6 On a typical day, about how much time (in minutes) do children in your class have free time during which they could choose to look at books? Please write-in below.

Q1.7 How often are children in your classroom able to take books home with them from school/class?
- ❍ Rarely or never (1)
- ❍ 1-3 times/month (2)
- ❍ Once per week (3)
- ❍ Daily (4)
- ❍ Upon request (if a child asks) (5)

Q1.8 Please enter the number of children in your classroom who are participating in the SMART Evaluation, i.e., children who did NOT return an Opt Out form. Write-in below.

Q36 Now you will be asked a series of questions about each participating child in your class. Please begin with the first child and continue until you have answered all the questions for every participating child. Note that the survey will "loop" automatically. In other words, as soon as you are finished entering responses for one child, the survey will reset to Question #1 for the next child. The survey will loop as many times as the number of children you entered for the item above (number of participating children in your classroom). So, for example, if you entered "23 students," the survey will loop 23

times. Remember that within a page, you may scroll up and down to change and correct answers. Once you have continued to another page, you may use the back button (arrow facing left at the bottom right-hand corner of the page) to go back and correct a previous response.If you skip a question, you will be prompted to go back and answer that question before moving on to the next page. If you are interrupted while working on the survey, your responses will automatically be saved for you. When you return to the survey, you will be able to pick up where you left off. Once you have you have completed all of the loops, you will be prompted to submit your responses. Helpful hint: before you begin this part of the survey, make sure that you have a class roster in front of you and a list of any children who have opted out of the Evaluation (usually very few, if any). You will be asked to enter each participating child's first name and last initial. Please click now on the forward button (arrow facing right) to begin entering responses for the first participating child in your class.

Q2.1 Child's first name

Q2.2 Child's last initial (NOT full last name):

Q2.8 Does this child have an Individualized Education Program (IEP) or Individualized Family Services Plan (IFSP)?

- ❍ Yes (1)
- ❍ No (2)
- ❍ Don't know (3)

Q2.9 Please complete the following items based on your observations the child's behavior to date. Please note that no formal assessment is required. Please make sure to complete every item. This information is being used solely for the evaluation of the K-SMART and PreK SMART programs and will not be shared individually with anyone.

	Does not meet (1)	Partly meets (2)	Meets (3)	Exceeds (4)
Right now, how close would you say this child is to meeting age-appropriate reading/literacy expectation? (1)	❍	❍	❍	❍

Q2.10 About how many times per week does this child...

	Never (1)	1-2 times per week (2)	3-4 times per week (3)	Daily (4)	More than once/day (5)
Look at books by him/herself (1)	❍	❍	❍	❍	❍
Ask to be read to? (2)	❍	❍	❍	❍	❍
Ask about what printed words say/mean? (3)	❍	❍	❍	❍	❍
Attempt to write words? (4)	❍	❍	❍	❍	❍
Pretend to read or reads from memory? (5)	❍	❍	❍	❍	❍

Q2.11 How well does this child...

	Not at all (1)	A little (2)	Sometimes (3)	Usually (4)	Always (5)
Understand how a story begins and ends? (1)	❍	❍	❍	❍	❍
Describe characters in a story? (2)	❍	❍	❍	❍	❍
Give appropriate details when retelling a story? (3)	❍	❍	❍	❍	❍
Make good predictions about what might happen in a story? (4)	❍	❍	❍	❍	❍

Q2.12 How much does this child...

	Not at all (1)	A little (2)	Sometimes (3)	Usually (4)	Always (5)
Enjoy reading/being read to? (1)	❍	❍	❍	❍	❍
Show interest in learning how to read? (2)	❍	❍	❍	❍	❍
Show confidence in his/her reading skills? (3)	❍	❍	❍	❍	❍
Seem confident and excited about learning to read? (4)	❍	❍	❍	❍	❍

Q2.13 During the SCHOOL DAY, about how often do/does...

	Never (1)	Less than Once a Month (2)	Once a Month (3)	2-3 Times a Month (4)	Once a Week (5)	2-3 Times a Week (6)	Daily (7)
You or another adult read with this child one-on-one? (1)	❍	❍	❍	❍	❍	❍	❍
You or another adult read with this child in a small group (fewer than 4 other children)? (2)	❍	❍	❍	❍	❍	❍	❍
This child ask to take a book home with them? (3)	❍	❍	❍	❍	❍	❍	❍

For PreK classrooms only:

Q2.14 To the best of your knowledge, how many children's books does this child have access to at home?

- ❍ None (1)
- ❍ 1-5 (2)
- ❍ 5-10 (3)
- ❍ More than 10 (4)
- ❍ Don't know (5)

Q2.15 To the best of your knowledge, how often does an adult read to this child at home?

- ❍ Not at all (1)
- ❍ Once or twice a week (2)
- ❍ 3 or more times a week (3)
- ❍ Every day (4)
- ❍ Don't know (5)

Q3.1 You have now completed surveys for each participating child in your class. The last step is to click on the forward button at the bottom right-hand corner of this page (arrow pointing to the right). This will submit your responses. PLEASE SUBMIT YOUR RESPONSES NOW. Thank you so much for your assistance!

Work Cited

Baker, S., Gersten R., & Keating, T. (2000). When less may be more: A 2-year longitudinal evaluation of a volunteer tutoring program requiring minimal training. *Reading Research Quarterly, 35(4):* 494-519.

Lambert, R., G., Kim, D., & Burts, D.C. (2013). Using Teacher Ratings to Track the Growth and Development of Young Children Using the *Teaching Strategies GOLD®* Assessment System , *Journal of Psychoeducational Assessment*.