



Gayle Collins and Janet Lowe Directors

www.kkisproject.org

kkisproject@gmail.com

Facebook at The KKIS Project

June 10, 2014

Early Education for Every Child Foundation
1250 Oakmead Pkwy, Ste 210
Sunnyvale CA 94085

ASSESSMENT AND EVALUATION OF THE LEVEL OF LITERACY DEVELOPMENT AND COMPREHENSION OF CHILDREN USING LITTLE READER (2 YEARS AND OLDER)

The KKIS Project of Playa del Carmen herewith submits our assessment and evaluation of the level of literacy development and comprehension of children using the Little Reader program provided by the Early Education for Every Child Foundation.

Background

As was described in more detail in our letter of request (attached for your reference), the students who attend the DIF school speak Spanish as their first language and are ages 10-17. There are two classes of ~25 students each. Each child works independently in workbooks provided by the school. One teacher oversees the classroom. Children are referred to this school by the Mexican social services because they have been neglected, abused, homeless or have immigration issues.

On March 17, 2014 we brought two computers with the Little Reader software installed to the school. For the first two weeks, volunteers worked with the children daily, getting them used to the program, encouraging them to repeat the words, helping them with pronunciation and ensuring that they recorded the lesson that they completed.

We then turned over responsibility for ensuring the computers are used regularly to the teacher who was to ensure two students at a time went through the program and recorded the lesson that they completed. This seemed to work for about 2 week but then there was a 2 week Easter break and when the children returned, it seems the teacher never got back into the routine.

We discussed this with the teacher on May 28 and were clear that we would not be able to continue this program unless it was being used consistently. We are now providing volunteers three times a week to ensure the children are using the program.

Additionally, KKIS provides volunteers twice a week to interact with the children using the vocabulary that they have learned through LR. It is in this interaction that we can best evaluate their overall progress.

Evaluation

Given the unique circumstance of the school set up, this **first evaluation** of the children will be an overall evaluation rather than a student-by-student evaluation.

ABOUT THE BENEFICIARIES

I. Age of the beneficiaries:

10 years old - 1
11 years old - 8
12 years old - 13
13 years old - 10
14 years old - 8
15 years old - 4
No birthday - 4

II. Gender of the beneficiaries:

Male; How many: 25
Female; How many: 23

III. How Lessons are Given:

2 children at a time sit in front of the computer and go through the lessons.

IV. Curriculum used:

In addition to the Little Learner computer program, twice a week, volunteers work with groups of 4-5 students playing games with the Little Reader vocabulary that they are familiar with.

V. Lesson Frequency: (approximately 7 out of 10 days)

Little Reader was used on average 2-3 times a week

VI. Language(s) used in teaching:

Lessons conducted in non-native language

VII. What Little Reader is primarily used for

For English language comprehension and vocabulary development

COMPREHENSION AND VOCABULARY

I. Child is verbal:

The students speak Spanish as their first language and are between the ages of 10 and 15 years old. Only one boy knew English words when we began.

- II. Able to point and name 10 or more familiar objects:
After these 8 weeks of class, approximately 70% of students are able to identify select animals, action words, colors, parts of the body and a few objects by their English name. The other 30% of the students either have learning disabilities, or are new to the program as the list of students changes more frequently in this school given the nature of it's program.
- III. Able to point and name more than 10 objects and vocalize 10 or more abstract concepts or names of objects, which are not typically part of everyday surrounding (words from books, words found in Little Reader lessons, etc):
The students have memorized vocabulary words but are not at the point of vocalizing abstract concepts.
- IV. Knows 10 or more letters by sound and spelling:
We estimate that ~80% of the students know 10 or more letters by sound and spelling
- V. Knows almost all letters by sound and spelling and recognizes some written words:
We estimate that ~10% of the students know almost all letters of the alphabet by sound and can recognize them in words.
- VI. Able to recognize 10 or more written sight words:
Unable to evaluate recognition of sight words as they are being introduced in our 1 hour bi-weekly small group session beginning June 10.
- VII. Able to recognize/read more than 10 sight words and some long words:
Unable to evaluate recognition of sight words as they are being introduced in our 1 hour bi-weekly small group session beginning June 10.
- VIII. Able to offer 1 or more rhyming word, when prompted (e.g. Cat-Bat):
Not yet.
- IX. Able to decode unfamiliar words.
Not yet.
- X. Able to read simple sentences.
Not yet.

DECODING, COMPREHENSION AND WRITING

- I. Draws pictures of people, events and other things.
With the volunteers help, they can draw faces and label the parts of the face.
- II. Writes symbols that resemble letters to describe ideas / Can provide explanation to what is written.
Students can write the alphabet and vocabulary words.
- III. Can write his/her own name and standard words (mainly using correct letters)
Students can write their own name and vocabulary words

Sincerely,

Gayle Collins
Janet Lowe

Cc: Joy Koller
Education Consultant
LLI-Mexico