

Using the Integrative Multimodal Literacy Assessment to Understand the Literacy Practices Young Children Bring into the Classroom from Home

Target Audience: Teachers of children ages 4-8



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In this session, I will share the Integrative Multimodal Literacy Assessment (IMLA), a teacher tool for understanding the multimodal meaning-making resources that young children (ages 4-8) bring into the classroom from home. The tool is available in English, Spanish, and Brazilian Portuguese and includes two parts: Part A is the Motivations for Multimodal Meaning-making Questionnaire (MMMQ; administered orally, with students answering using emojis and/or hand gestures) designed to help teachers understand children's motivations and preferences for meaning-making across different modes that include linguistic, visual, aural, gestural, and spatial. Part B is a performance assessment designed to help teachers understand the ways in which children interact with multimodal text.

In the first part of the session, I will describe the tool and explain how it was developed, in collaboration with Dr. Chu Ly, including initial development using a case study with four children and pilot testing with 18 children in two linguistically and culturally diverse preschool classrooms. I will also share ongoing development efforts, including current revision of the tool from pilot test data and teacher feedback as well as future testing with four preschool classrooms. Additionally, I will share quantitative and qualitative data from pilot testing, including images and videos of students' responses. Participants will then have the opportunity to discuss and ask questions before getting into breakout groups. In breakout groups, participants will have the chance to explore the tool and to discuss uses and implications for instruction. I will also provide a form for feedback, which we have been collecting through teacher workshops, conference presentations, and links in articles. We will then discuss feedback, future plans for the tool and related work, and implications for instruction, as time allows.

Resources

Ly, C., & Forzani, E. (2024). Multimodal Meaning-making: Using the integrative multimodal literacy assessment tool in early childhood classrooms. *Literacy Today*, 41(4), 40-41. <https://publuu.com/flip-book/24429/1018488> (Open access for ILA members)

Forzani, E., & Ly, C. N. (2022). Beyond multimodality to multiplicity: Developing more equitable and relevant literacy learning spaces for young children. *The Reading Teacher*, 75(5), 611-620. <https://doi.org/10.1002/trtr.2087> (Open access for a limited time - April-June 2024)

Ly, C.N. and Forzani, E.E. (2023), Let's Learn from Them: Using the Integrative Multimodal Literacy Assessment Tool to Support Instruction for Young Children. *The Reading Teacher*, 77, 407-413. <https://doi.org/10.1002/trtr.2243> (Contains a QR code that takes you to the open access assessment resources listed below.

Open Access IMLA Tool:

https://drive.google.com/drive/folders/1_rbeggtL4IDXAQ2JrCvVwhm3UmPGkptN