

Literacy Assessment to Instruction Matrix

Shared Reading / Comprehension	Relevant Data	Daily Instruction	Self-Selected Reading	Relevant Data	Daily Instruction
Early Emergent / Emergent literacy learner	Scored 0–4 on Concepts About Print task in Emergent Ax	Shared Reading with a focus on interaction and Great Eight. Shared reading level dependant on language, usually Level 1 or 2.	Early Emergent / Emergent literacy learner	Scored 0–4 on Concepts About Print Task in Emergent Ax	Shared Reading with a focus on interaction and Great Eight. Student chooses book.
Emergent literacy learner	Scored 4+ on Concepts About Print task in Emergent Ax	Shared reading with a focus on print referencing 3 days per week; focus on other elements of Great Eight 2 days per week. Shared reading level dependant on language, usually Level 2 or 3.	Emergent literacy learner	4+ Concepts About Print	Shared reading with a focus on print referencing 3 days per week; focus on other elements of Great Eight 2 days per week. Student chooses book.
Transitional literacy learner	On Transitional Assessment	Comprehension Instruction using a Foundation level text daily, reading for a different purpose each day. May need gradual release of responsibility with reading.	Transitional literacy learner	Usually AA to C Level obtained by completing Cloze assessment	Student picks a simple text at or below their reading comprehension level. Reads it each day for the week to build fluency. May need gradual release of responsibility with reading.
Conventional literacy learner	Reading Comprehension Grade Level on Conventional Assessment	Comprehension Instruction using a text at or below their reading comprehension grade level, reading for a different purpose each day.	Conventional literacy learner	Usually above C on Cloze or Year 2+ on Conventional Assessment	Selecting a text at or below their reading comprehension level and reading it independently.

Literacy Assessment to Instruction Matrix



Letter, Sounds & Words	Relevant Data	Daily Instruction	Writing From Me	Relevant Data	Daily Instruction
Early Emergent / Emergent Literacy Learner	Knows less than 50% of the alphabet using letter names	Hands-on activities focusing on 2 - 6 letters of the week	Early Emergent / Emergent literacy learner	A.1 to A.3 Writing with All Tools Continuum	Student uses a writing tool e.g. flip chart, to generate print. Educator attributes meaning and celebrates success. Student is learning that they are a writer, that print has meaning, that text is a code for speech and that we write with letters
Emergent literacy learner	More than 50% of the alphabet using letter names	Explicit Alphabet Instruction Routine focusing on letter of the day and Word families and other phonemic awareness activities	Emergent literacy learner	A.4 to A.6, Group B or C Writing with All Tools Continuum	Student uses a writing tool e.g. flip chart. Student is learning that we write with letters and spaces (A.4 to A.6) or that as we write we think about letter sounds (Group B). Student translates their writing and educator celebrates success.
Transitional literacy learner	Knows most of the letters, most of the time. May still be consolidating letter sounds	Phonics Instruction and Word Wall.	Transitional literacy learner	Group C, D, E or F	Mini-Lesson from educator demonstrating writing one good, simple sentence. Student then writes their own partial or complete simple sentence.
Conventional literacy learner	Word Identification Grade Level on Conventional Assessment	Phonics Instruction and Word Wall to end of Year 2. Vocabulary instruction from Year 3.	Conventional literacy learner	Group G and above	Mini-Lesson from educator demonstrating the level of writing expected from the student. Students are learning to write more by adding more information.

Literacy Assessment to Instruction Matrix



Writing with an Adult	Data score	Daily Instruction	Writing From an Adult	Data Score	Daily Instruction
Early Emergent	Guidelines for Predictable Chart Writing for writers at A.1 to A.3 on the Writing with All Tools Continuum	Follow Predictable Chart Writing Sequence	Early Emergent	NA	Simple morning message which will come true
Emergent	Guidelines for Predictable Chart Writing for writers at A.4 to A.6, Group B or C Writing with All Tools Continuum	Follow Predictable Chart Writing Sequence	Emergent	NA	Morning message including follow up on the print concept you are focusing on in shared reading
Transitional	Guidelines for Predictable Chart Writing for writers at Group D, E and F Writing with All Tools Continuum	Predictable Chart Writing with a focus on word wall words or irregular words. Not compulsory for this group.	Transitional	NA	Morning message with a focus on thinking like a writer and on sounding words out, using Word Wall. and "having a go"
Conventional	Not appropriate	Not appropriate	Conventional	Not appropriate	Not appropriate

Classroom Literacy Assessment Data



Teacher:

Classroom:

Date:

Student Information		Most Recent Assessment Results				
Student	Literacy Level	Emergent Assessment	Transitional Assessment		Conventional Assessment	Other Notes
		Print Concepts: Letter ID: Writing:	Letter Sounds: Concept of Word: Rhyme ID: Phoneme Matching: PA:	Basal Words: Decodable Words: Comprehension: Writing:	Word ID: Listening Comp: Reading Comp: Writing:	
		Print Concepts: Letter ID: Writing:	Letter Sounds: Concept of Word: Rhyme ID: Phoneme Matching: PA:	Basal Words: Decodable Words: Comprehension: Writing:	Word ID: Listening Comp: Reading Comp: Writing:	
		Print Concepts: Letter ID: Writing:	Letter Sounds: Concept of Word: Rhyme ID: Phoneme Matching: PA:	Basal Words: Decodable Words: Comprehension: Writing:	Word ID: Listening Comp: Reading Comp: Writing:	
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		Print Concepts: Letter ID: Writing:	Letter Sounds: Concept of Word: Rhyme ID: Phoneme Matching: PA:	Basal Words: Decodable Words: Comprehension: Writing:	Word ID: Listening Comp: Reading Comp: Writing:	

Classroom Literacy Instruction Chart



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Date:

Student Information		Daily Literacy Activities					
Student	Literacy Level	Shared Reading / Comprehension Instruction	Self-Selected Reading Instruction	Letter, Sounds & Words Instruction	Writing From Me Instruction	Writing with an Adult Instruction	Writing From an Adult Instruction

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