

CONVENTIONAL LITERACY ASSESSMENT STUDENT RECORD FORM MULTIPLE CHOICE QUESTIONS

The guidelines for this assessment were developed by the Centre for Literacy and Disability Studies. When using these guidelines it is called the "Whole to Part Assessment". These guidelines use the Basic Reading Inventory (Edition 11) from Jerry Johns as a vehicle for collecting information for assessing a student's skills in the whole-to-part model. We are not using the test exactly as described in the test manual.

References:

- Johns, J. (2012). *Basic reading inventory: pre-primer through grade twelve and early literacy assessments*. (11th edition). Kendall Hunt Publishing
- Koppenhaver & Erickson (2000), Whole to Part Assessment guidelines. Centre for Literacy and Disability Studies www.med.unc.edu/ahs/clds

CONVENTIONAL LITERACY ASSESSMENT RESULTS STUDENT COVER SHEET

STUDENT: _____

TEACHER: _____

GRADE: _____ CLASS: _____

EXAMINER: _____

SCHOOL: _____

	Year	Month	Day
Date of Testing:			
Date of Birth:			
Chronological Age:			

SUMMARY INFORMATION	ACCESS METHOD USED		LEVEL AT WHICH STUDENT ACHIEVED CEILING
Word Identification Grade Level	Verbal	Multiple Choice	
Reading Comprehension Grade Level	Open Ended	Multiple Choice	
Listening Comprehension Grade Level	Open Ended	Multiple Choice	
Writing			

Please score below pre-primer as 0, pre-primer as 0.25 and primer as 0.5 Then Grade 1 as 1, grade 2 as 2, etc.

WORD IDENTIFICATION

Slide no	Pre-Primer Words	Slide no	Primer Words
3	me	45	show
5	get	47	play
7	home	49	be
9	not	51	eat
11	he	53	did
13	tree	55	brown
15	girl	57	is
17	take	59	boat
19	book	61	call
21	milk	63	run
23	dog	65	what
25	all	67	him
27	apple	69	wagon
29	like	71	over
31	go	73	but
33	farm	75	on
35	went	77	had
37	friend	79	this
39	about	81	around
41	some	83	sleep

WORD IDENTIFICATION

Slide no	Year 1 Words	Slide no	Year 2 Words
87	here	129	ten
89	down	131	poor
91	then	133	city
93	how	135	teacher
95	saw	137	turn
97	pocket	139	fight
99	hello	141	because
101	aunt	143	soft
103	never	145	open
105	puppy	147	winter
107	could	149	joke
109	after	151	different
111	hill	153	say
113	men	155	quiet
115	gone	157	sister
117	ran	159	above
119	gave	161	seed
121	or	163	thought
123	way	165	such
125	coat	167	chase

WORD IDENTIFICATION

Slide no	Year 3 Words	Slide no	Year 4 Words
171	trail	213	stove
173	stream	215	government
175	beach	217	program
177	snake	219	grape
179	lift	221	favourite
181	cabin	223	blizzard
183	bless	225	noon
185	rooster	227	greet
187	journey	229	sport
189	treasure	231	rumble
191	hero	233	tropical
193	beyond	235	language
195	moan	237	expert
197	glitter	239	nervous
199	impossible	241	starve
201	shot	243	voyage
203	island	245	silence
205	manage	247	scamper
207	receive	249	prairie
209	automobile	251	moccasin

WORD IDENTIFICATION

Slide no	Year 5 Words	Slide no	Year 6 Words
255	lizard	297	bleed
257	double	299	accomplishment
259	scarlet	301	whimper
261	helmet	303	marriage
263	dusk	305	frisky
265	bandit	307	seam
267	loyal	309	backward
269	choice	311	location
271	furnish	313	nightmare
273	century	315	gently
275	kindergarten	317	employ
277	entrance	319	broadcast
279	dentist	321	kennel
281	celebration	323	pulp
283	blister	325	satisfaction
285	symbol	327	cushion
287	drowsy	329	graduate
289	attach	331	harmonica
291	rehearse	333	definite
293	terrace	335	yacht

WORD IDENTIFICATION

Slide no	Year 7 Words	Slide no	Year 8 Words
339	dwell	381	quote
341	slogan	383	ventilate
343	knapsack	385	surgeon
345	administration	387	analyze
347	gangster	389	masterpiece
349	flatter	391	disinfectant
351	incredible	393	extraordinary
353	algebra	395	camouflage
355	bachelor	397	ruthless
357	vocabulary	399	perpendicular
359	longitude	401	juvenile
361	saliva	403	vacancy
363	peninsula	405	dictator
365	monarch	407	negative
367	feminine	409	honorary
369	quench	411	custody
371	competition	413	maneuver
373	pollute	415	faculty
375	ambitious	417	pneumonia
377	orchid	419	embassy

WORD IDENTIFICATION

Slide no	Year 9 Words	Slide no	Year 10 Words
423	random	465	displacement
425	disrupt	467	heritage
427	autobiography	469	exponent
429	expire	471	variable
431	contestant	473	preliminary
433	strategy	475	embryo
435	crave	477	sterile
437	detach	479	gratify
439	apprehend	481	maternity
441	idolize	483	incorporate
443	consecutive	485	gore
445	vacate	487	illogical
447	debatable	489	radiate
449	combustion	491	forum
451	famished	493	predominant
453	detract	495	fictitious
455	crochet	497	cuticle
457	insomnia	499	panorama
459	siesta	501	inquisitive
461	bayonet	503	artisan

WORD IDENTIFICATION

Slide no	Year 11 Words	Slide no	Year 12 Words
507	insensible	549	denote
509	beneficiary	551	hallowed
511	spectrum	553	transcend
513	idealism	555	affiliate
515	epic	557	obtuse
517	composite	559	recipient
519	informant	561	consensus
521	ransack	563	concentric
523	interlude	565	postulate
525	suede	567	impel
527	renaissance	569	collateral
529	dissociate	571	repugnant
531	commemorate	573	promissary
533	populous	575	meticulous
535	fraudulent	577	flippant
537	inquisition	579	sardonic
539	dexterity	581	indemnity
541	lenient	583	adamant
543	dilapidated	585	effigy
545	disheveled	587	tithe

READING COMPREHENSION

Pre-Primer 1 - Apples (List A) Multiple Choice

	Question	Answers (circle student response)
1	What does the person in the story like?	a. <i>big apples</i> b. little apples c. soft apples d. crunchy apples
2	The story said apples can be red.	a. yes b. no
3	The story said apples can be yellow.	a. yes b. no
4	The story said apples can be green.	a. yes b. no
5	The story said apples can be orange.	a. yes b. no
6	Why are apples good to eat?	a. they are green b. <i>they are healthy</i> c. they are red d. they are easy to carry
Think about things you can make from apples		
7	You can make cheese from apples.	a. yes b. no
8	You can make juice from apples.	a. yes b. no
9	You can make pie from apples.	a. yes b. no
10	What is an apple?	a. <i>fruit</i> b. vegetable c. meat
Number correct: /10		Percentage:

Pre-Primer 2 - Pete's Red Ball (List D) Multiple Choice

	Question	Answers (circle student response)
1	What happened to Pete?	a. he lost his dog b. <i>he lost his ball</i> c. he lost his phone d. he lost Rose

READING COMPREHENSION

Pre-Primer 2 - Pete's Red Ball (List D) Multiple Choice (continued)

Think about the ball that Rose found

2	The ball Rose found was green.	a. <i>yes</i> b. <i>no</i>
3	The ball Rose found was blue.	a. <i>yes</i> b. <i>no</i>
4	The ball Rose found was big.	a. <i>yes</i> b. <i>no</i>
5	The ball Rose found was little.	a. <i>yes</i> b. <i>no</i>
6	What game do you think Pete might play with his ball?	a. <i>tennis</i> b. <i>golf</i> c. <i>catch</i>
7	When Rose found a ball, how did Pete know it wasn't his?	a. <i>it was the wrong colour</i> b. <i>it didn't have his name on it</i> c. <i>it was too big</i>
8	A ball is something to eat.	a. <i>yes</i> b. <i>no</i>
9	A ball is round.	a. <i>yes</i> b. <i>no</i>
10	A ball is sharp.	a. <i>yes</i> b. <i>no</i>
Number correct: /10		Percentage:

Primer - The Pig Farm (List E) Multiple Choice

	Question	Answers (circle student response)
1	What is this story about?	a. playing in the mud b. <i>a pig farm</i> c. a pig with spots
2	What was the weather like in this story?	a. windy b. rainy c. cold d. <i>hot</i>

READING COMPREHENSION

Primer - The Pig Farm (List E) Multiple Choice (continued)

	Question	Answers (circle student response)
Think about the people who went to the farm.		
3	Lisa went to the farm.	a. <i>yes</i> b. <i>no</i>
4	Dan went to the farm.	a. <i>yes</i> b. <i>no</i>
5	Dad went to the farm.	a. <i>yes</i> b. <i>no</i>
6	Lori went to the farm.	a. <i>yes</i> b. <i>no</i>
7	One pig in the story was brown.	a. <i>yes</i> b. <i>no</i>
8	One pig in the story was red.	a. <i>yes</i> b. <i>no</i>
9	One pig in the story was black and white.	a. <i>yes</i> b. <i>no</i>
10	One pig in the story was pink.	a. <i>yes</i> b. <i>no</i>
11	Where do the pigs like to play?	a. in the pen b. <i>in the mud</i> c. in the pond
Think about what the farm man told Lisa and Dad		
12	The farm man said pigs are friendly.	a. <i>yes</i> b. <i>no</i>
13	The farm man said pigs can't see well.	a. <i>yes</i> b. <i>no</i>
14	The farm man said pigs have good noses.	a. <i>yes</i> b. <i>no</i>
15	The farm man said pigs are stinky.	a. <i>yes</i> b. <i>no</i>
16	Why did Lisa say her nose helps her find pigs?	a. she likes her nose b. she can smell the pigs c. she can see the pigs d. she has a good nose

READING COMPREHENSION

Primer - The Pig Farm (List E) Multiple Choice (continued)

	Question	Answers (circle student response)
17	How could mud help pigs stay cool?	a. <i>it is cool</i> b. it is dirty c. it smells bad d. it looks gross
18	What are spots?	a. animals b. <i>circles of colour</i> c. mud puddles
Number correct: /18		Percentage:

Grade 1 - The Moon (List E) Multiple Choice

	Question	Answers (circle student response)
1	What is this story about?	a. walking on the moon b. the man on the moon c. <i>how the moon looks</i> d. going to sleep
2	What did the friend say about the moon?	a. <i>it is a man</i> b. it is made of cheese c. it is bumpy d. it changes every day
3	Who told the person in the story how the face was made?	a. the friend b. <i>Miss Green</i> c. the man
4	How were the holes in the moon made?	a. with a shovel b. <i>big rocks bumped</i> c. hot water d. a space ship

Think about what the story said about why we can't live on the moon.

5	We can't live on the moon because it is too hot or too cold.	a. yes b. no
6	We can't live on the moon because it is too bumpy.	a. yes b. <i>no</i>
7	We can't live on the moon because it is dark.	a. yes b. <i>no</i>
8	We can't live on the moon because it is too hard to walk.	a. yes b. no

READING COMPREHENSION

Grade 1 - The Moon (List E) Multiple Choice (continued)

	Question	Answers (circle student response)
9	How does the moon seem to change?	a. from red to blue and back again b. <i>from big to little and back again</i> c. from soft to hard and back again d. from orange to green and back again
10	Why does the friend probably think the moon is a man?	a. it looks old b. <i>it looks like it has a face</i> c. it seems to grow like a man
Think about the word light and what it means in this story.		
11	In this story, light means not heavy.	a. yes b. no
12	In this story, light means easy to eat.	a. yes b. no
13	In this story, light means broken.	a. yes b. no
14	In this story, light means easily floats away.	a. yes b. no
Number correct: /14		Percentage:

Grade 2 - The Strange Object (List B) Multiple Choice

	Question	Answers (circle student response)
1	What is this story about?	a. walking home from school b. a bird in the sky c. <i>a strange object in the sky</i> d. an airplane crash
2	What month was it?	a. January b. <i>March</i> c. August d. December
3	What was the person thinking about before seeing the object?	a. <i>the day at school</i> b. playing with Max c. things in the sky d. airplanes

READING COMPREHENSION

Grade 2 - The Strange Object (List B) Multiple Choice (continued)		
	Question	Answers (circle student response)
Think about the strange object.		
4	The person thought the strange object was a cloud.	a. yes b. no
5	The person thought the strange object was a bird.	a. yes b. no
6	The person though the strange object was an airplane.	a. yes b. no
7	What did the person do to get a better view?	a. climbed a tree b. <i>climbed a hill</i> c. put on his glasses d. ran closer
8	What colour was the object?	a. blue b. black c. red d. <i>brown</i>
9	Who owned the object?	a. a stranger b. a dog c. the person's mum d. <i>Max</i>
10	How do you think the person felt when he saw Max?	a. scared b. <i>happy</i> c. confused d. hungry
11	What does "strange" mean?	a. windy or stormy b. <i>weird or different</i> c. scary or angry
Number correct: /11		Percentage:

Once a student with Complex Communication Needs is at Grade 2, you should use the open ended questions for future grade levels, and the student would answer using their AAC system. Please see the open ended question record form for this. Please note: you should use the open ended questions with all grade levels if the student has a comprehensive AAC system and can use it to participate in the assessment independently.

LISTENING COMPREHENSION

Pre-Primer 1 - A Green Frog (List A) Multiple Choice

	Question	Answers (circle student response)
1	Where is the frog sitting?	a. on a log b. <i>on a rock</i> c. in the pond
2	Where does the frog swim?	a. in the pool b. in the river c. in the pond
3	The frog likes to fly.	a. yes b. <i>no</i>
4	The frog likes to sing.	a. yes b. <i>no</i>
5	The frog likes to jump.	a. <i>yes</i> b. no
6	The frog likes to swim.	a. <i>yes</i> b. no
7	The frog likes to read.	a. <i>yes</i> b. <i>no</i>
8	What helps a frog jump up high?	a. sitting on the rock b. swimming in the pond c. <i>big back legs</i>
9	What is a frog?	a. a toy b. <i>an animal</i> c. a kind of fish
Number correct: /9		Percentage:

Pre-Primer 2 - I Like Birds (List B) Multiple Choice

	Question	Answers (circle student response)
1	Where did the person in the story look for the birds?	a. in the sky b. <i>in a tree</i> c. on a roof
Think about the birds the person saw.		
2	She saw a big bird.	a. <i>yes</i> b. no
3	She saw a brown bird.	a. <i>yes</i> b. no

LISTENING COMPREHENSION

Pre-Primer 2 - I Like Birds (List B) Multiple Choice (continued)

	Question	Answers (circle student response)
4	She saw a red bird.	a. yes b. <i>no</i>
5	She saw a baby bird.	a. yes b. no
6	Why can't the baby bird fly?	a. it lives in a tree. b. it is afraid. c. <i>it is too little</i>
Think about the word little.		
7	Small means the same thing as little.	a. yes b. no
8	Wet means the same thing as little.	a. yes b. <i>no</i>
9	Tiny means the same thing as little.	a. yes b. no
10	Enormous means the same thing as little.	a. yes b. <i>no</i>
Number correct: /10		Percentage:

Primer - The Box (List B) Multiple Choice

	Question	Answers (circle student response)
1	What is this story about?	a. Ben's ball b. Ben's apples c. <i>Ben's box</i> d. Ben's car
2	Who did Ben see?	a. Jan b. Norm c. Peter d. <i>Nan</i>
3	What did Ben have with him?	a. <i>a box</i> b. a ball c. a cat d. a car

LISTENING COMPREHENSION

Primer - The Box (List B) Multiple Choice (continued)

	Question	Answers (circle student response)
4	What colour was the box?	a. red b. yellow c. <i>blue</i> d. green
Think about what Nan thought was in the box.		
5	Nan thought a ball was in the box.	a. <i>yes</i> b. no
6	Nan thought a puppy was in the box.	a. <i>yes</i> b. <i>no</i>
7	Nan thought a car was in the box.	a. <i>yes</i> b. no
8	Nan thought an apple was in the box.	a. <i>yes</i> b. no
9	Nan thought a cupcake was in the box.	a. <i>yes</i> b. <i>no</i>
10	How many apples were in the box?	a. one b. two c. three d. four
11	How did Nan feel about the apple?	a. she did not like it b. she was sad c. <i>she liked it</i> d. she was surprised
12	What colour was the apple that Ben kept?	a. red b. yellow c. blue d. <i>green</i>
13	Why would someone want Ben as a friend?	a. <i>Ben likes to share</i> b. Ben likes apples c. Ben will visit them d. Ben is healthy
Think about the word "good."		
14	Good means the same thing as nice.	a. <i>yes</i> b. no
15	Good means the same thing as friendly.	a. <i>yes</i> b. <i>no</i>

LISTENING COMPREHENSION

Primer - The Box (List B) Multiple Choice (continued)

	Question	Answers (circle student response)
16	Good means the same thing as lovely.	a. yes b. no
Number correct: /16		Percentage:

Grade 1 - Spotty Swims (List A) Multiple Choice

	Question	Answers (circle student response)
1	What is this story about?	a. how <i>Spotty</i> learned to swim c. a frog on a log d. Spotty getting lost
2	Where did Spotty go?	a. <i>a pond</i> b. swimming lessons c. to see the frog
3	What did Spotty see?	a. a bird b. <i>a frog</i> c. a fish
4	What did Spotty do when he saw the frog?	a. <i>barked</i> b. ran away c. jumped in the water
5	What did the frog do when Spotty barked?	a. tried to hide b. hopped away c. <i>jumped into the water</i>
6	What did Spotty do when the water went over his head?	a. barked b. <i>moved his legs</i> c. got out of the water
7	What did Spotty learn in this story?	a. <i>how to swim</i> b. how to scare a frog c. how to bark
8	Who was Spotty?	a. a boy b. a frog c. <i>a dog</i> d. a girl
9	Why do you think Spotty wanted to play with the frog?	a. <i>the frog looked like fun</i> b. Spotty wanted to go swimming c. he wanted to climb on the log

LISTENING COMPREHENSION

Grade 1 - Spotty Swims (List A) Multiple Choice (continued)

	Question	Answers (circle student response)
10	What is a pond?	a. a kind of frog b. something good to eat c. <i>water, like a lake</i> d. a place with lots of trees
Number correct: /10		Percentage:

Grade 2 - Zoo Work (List C) Multiple Choice

	Question	Answers (circle student response)
1	What is this story about?	a. feeding elephants b. visiting the zoo c. <i>Bob's work at the zoo</i> d. sick animals
Think about the things Bob does.		
2	Bob works at the zoo.	a. yes b. no
3	Bob feeds the animals.	a. yes b. no
4	Bob washes the animals.	a. yes b. <i>no</i>
5	Bob washes the cages.	a. yes b. no
6	Bob waters the plants.	a. yes b. <i>no</i>
7	Where do the animals come from?	a. from the animal hospital b. <i>from all over the world</i> c. from the jungle d. from another zoo
8	What did Bob feed the lions?	a. hay b. <i>meat</i> c. fish d. grass
9.	What did Bob feed the seals?	a. hay b. meat c. <i>fish</i> d. grass

LISTENING COMPREHENSION

Grade 2 - Zoo Work (List C) Multiple Choice (continued)

	Question	Answers (circle student response)
10	How often does Bob wash the cages?	a. once a week b. once a year c. when they are dirty d. <i>every day</i>
11	Who takes care of sick animals?	a. Bob b. <i>the zoo doctor</i> c. a nurse
12	What does Bob do when the people go home?	a. <i>locks the gates</i> b. feeds the animals c. washes the cages
13	Why does Bob lock the gates to the zoo?	a. so the lions can visit the elephants b. <i>to keep people out when the zoo is closed</i> c. to make sure there is plenty of hay
14	What is "raw" meat?	a. <i>meat that is not cooked</i> b. meat that has gone bad c. green meat d. meat that is strong
Number correct: /14		Percentage:

Once a student with Complex Communication Needs is at Grade 2, you should use the open ended questions for future grade levels, and the student would answer using their AAC system. Please see the open ended question record form for this. Please note: you should use the open ended questions with all grade levels if the student has a comprehensive AAC system and can use it to participate in the assessment independently.

WRITING WITH ALL TOOLS CONTINUUM

(Farrall, 2022)

Writing	Date(s):
Directions/Scoring	The student should use their regular classroom pencil for the writing samples e.g. Flip chart, keyboard, pencil. Make a note of any writing supports available to the student during the writing sample e.g. Word prediction, word wall, etc. Set a purpose for writing in conjunction with the student. Offer them a choice of pictures or topics to write about. Do not use pictures or photos with text in them as the student may copy it. Now say “what would you like to write about this? Encourage them to write. Use the phrase “tell me more” to encourage more writing Do not assist them with selecting language for writing or spelling. When they have finished writing ask them to add their name to the writing (and date if feasible). You should add date if student doesn’t. Add your own notes to the back of the writing sample e.g. Translation of what the writing says, any other comments such as “didn’t use word wall even though it was available”. Please don’t write on the front of the writing sample as it can influence rating on the scale. For all students please make sure that you have at least one sample with an alternative pencil e.g. keyboard or flip chart. Handwriting samples are optional, dependant on whether student does handwriting regularly. Use the Writing with All Tools Continuum (Farrall, 2022) to score the sample. Please submit three samples collected in the three weeks before the moderation.
Writing Tool (specify)	
Access Method (circle one or more)	Partner Assisted Scanning Other (specify):

Attach writing samples to this page.