

CONVENTIONAL LITERACY ASSESSMENT STUDENT RECORD FORM OPEN ENDED 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
Score	/20	Score	/20

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
Score	/20	Score	/20

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
Score	/20	Score	/20

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
Score	/20	Score	/20

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	perpindicular
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
Score	/20	Score	/20

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
Score	/20	Score	/20

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
Score	/20	Score	/20

READING COMPREHENSION

Pre-Primer 1 - Apples (List C) Open Ended

	Question	Suggested Answer	Student Response
1	What does the person in the story like?	Apples	
2	What three colours can apples be?	Red; yellow; green	
3	Why are apples good to eat?	Any logical response; taste good; healthy snack	
4	What food can you make from apples?	Any logical response; pie; apple sauce; cider; juice	
5	What is an "apple"?	Fruit; food; something to eat	
Number correct: /5		Percentage:	

Pre-Primer 2 - Pete's Red Ball (List D) Open Ended

	Question	Suggested Answer	Student Response
1	What happened to Pete?	He lost his ball	
2	What did the ball Rose found look like?	Blue and little	
3	What kind of game do you think Pete might play with his ball?	Any logical response	
4	How did Pete know that the ball Rose found wasn't his?	Any logical response; it was little and blue; it wasn't red or big	
5	What is an "ball"?	Any logical response; something you play with; it is round	
Number correct: /5		Percentage:	

READING COMPREHENSION

Primer - The Pig Farm (List E) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A pig farm; different kinds of pigs	
2	What was the weather like in this story?	Hot	
3	Who went to the pig farm?	Lisa and Dad	
4	What colours were the pigs?	Red, white or black (either 1)	
5	Where do the pigs like to play?	In the mud	
6	What did the farm man tell Lisa and Dad?	Pigs can't see well; pigs have good noses (either 1)	
7	Why did Lisa say her nose helps her find pigs?	Any logical response; pigs smell	
8	How could mud help pigs stay cool?	Any logical response; the mud is cool	
9	What would you do if you went to a pig farm?	Any logical response	
10	What are "spots"?	Dots; circles of colour	
Number correct: /10		Percentage:	

Grade 1 - The Moon (List E) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	How the moon looks and changes	
2	What did the friend say about the moon?	It is a man	
3	Who told the person in the story how the face was made?	Miss Green	
4	How were the holes in the moon made?	Big rocks bumped and bumped	
5	What did the story say about why we can't live on the moon?	It is too hot or cold; it is hard to walk (either 1)	

READING COMPREHENSION

Grade 1 - The Moon (List E) Open Ended (continued)

	Question	Suggested Answer	Student Response
6	How does the moon seem to change?	From big to little and back again	
7	Why does the friend probably think the moon is a man?	Any logical response; it has a face	
8	Why might it be too hot on the moon?	Any logical response; too close to the sun	
9	What would you do if you could visit the moon in a spaceship?	Any logical response	
10	What does "light" mean in this story?	Not heavy; doesn't weigh a lot	
Number correct: /10		Percentage:	

Grade 2 - The Strange Object (List B) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A kite in the sky; a strange object	
2	What month was it?	March	
3	What was the person thinking about before seeing the object?	The day at school	
4	What did the person think the object was?	An airplane; a large bird	
5	What did the person do to get a better view?	Climbed a hill	
6	How did the object look?	Like a bird; brown and had wings	
7	To whom did the object belong?	Max	
8	Why was the breeze important in this passage?	Any logical response; it kept the kite in the air	
9	How do you think the person felt when seeing Max and his kite? Why?	Any logical response; angry; happy; relieved	
10	What does "strange" mean?	Unusual; different; weird	
Number correct: /10		Percentage:	

READING COMPREHENSION

Grade 3 - Big Star (List D) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	The sun	
2	What does the sun give the earth?	Light, heat, energy (any 2)	
3	What would happen to life on Earth without the sun?	It would not exist	
4	What kind of object is the sun?	A star	
5	Why does the sun look larger than other stars?	Because it is closer to the Earth	
6	What are stars made of?	Gas; big balls of energy	
7	How long will Earth get energy from the sun?	For billions of years	
8	What would the Earth be like without the sun?	Any logical response; there would be no life; cold; dark	
9	Do you like the sun? Why?	Any logical response; it makes warm days; it gives light	
10	What does it mean to "exist"?	To live; to be; to be real	
Number correct: /10		Percentage:	

Grade 4 - The Soccer Game (List C) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A soccer game	
2	How much time was left in the game?	2 minutes	
3	What was the score near the end of the game?	It was tied	
4	What was the name of the team Rosa was on?	Jets	
5	What position did Rosa play?	Midfielder	
6	When Rosa kicked the ball, where did it go?	Over the midline; into Bomber territory	
7	Who scored the final goal of the game?	Kim	

READING COMPREHENSION

Grade 4 - The Soccer Game (List C) Open Ended (continued)

	Question	Suggested Answer	Student Response
8	Which team lost the game?	The Bombers	
9	If you were the coach, what would you tell your players to do with two minutes to go in the game?	Any logical response; try your hardest; try to get in a goal	
10	What does "sailing" mean in this story?	In the air; flying; soaring; to glide through the air	
Number correct: /10		Percentage:	

Grade 5 - Seaweed (List E) Open Ended

	Question	Suggested Answer	Student Response
1	What is this passage about?	Different types of algae or seaweed; plants	
2	Where can some of the oldest plants be found?	In the ocean	
3	What were two colours of seaweed mentioned in the passage?	Brown; red; green (any 2)	
4	Where is brown seaweed found?	In cold water	
5	What is made from brown seaweed?	Jelly; make-up (either 1)	
6	What does red seaweed use instead of roots to anchor itself?	Hold-fasts	
7	How do some green algae move around?	They swim; hook onto something	
8	What colour is iodine? Why?	Brown; a shade of brown; it's made from brown seaweed	
9	What do you think is the most important use of seaweed? Why?	Any logical response	
10	What does "nutritious" mean?	Any logical response; good for you; contains a lot of nutrients	
Number correct: /10		Percentage:	

READING COMPREHENSION

Grade 6 - Cave Icicles (List E) Open Ended

	Question	Suggested Answer	Student Response
1	What is this passage about?	Cave icicles; how stone icicles are formed	
2	At what rate do stone icicles build?	Less than an inch per year	
3	Where does the water drip?	From the ceiling; on the floor	
4	What can the water contain?	Calcite; iron; copper; a mineral (any 2)	
5	How long does it take for a small stone icicle to fully form?	Several years	
6	What is the longest the icicles usually get?	One foot	
7	How are coloured icicles formed?	When water contains iron or copper	
8	How are stone and water icicles different?	Any logical response; stone icicles form slowly	
9	Explain how you would prepare to find stone icicles in a cave?	Any logical response	
10	What does the word "created" mean?	Formed; made; developed	
Number correct: /10		Percentage:	

Grade 7 - The Rescue (List C) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A princess and her knight	
2	How was the princess held captive?	She was shackled to a rock	
3	Who saw the princess?	A knight	
4	How did the knight free the princess?	With his sword; he cut the chain	
5	What did the knight do after freeing the princess?	Comforted her with reassuring words; led her away	
6	Who took the princess to this island?	The pirates	
7	Why was the princess taken to this island?	As a peace offering to the monsters	

READING COMPREHENSION

Grade 7 - The Rescue (List C) Open Ended (continued)

	Question	Suggested Answer	Student Response
8	Why do you think the pirates used her as a peace offering?	Any logical response; she was beautiful, powerful, etc.	
9	What qualities do you think a knight should have?	Any logical response; bravery; courage	
10	What does "savage" mean?	Untamed; wild	
Number correct: /10		Percentage:	

Grade 8 - Our Environment (List D) Open Ended

	Question	Suggested Answer	Student Response
1	What is this passage about?	People's interdependence with their environment; how people use their environment	
2	What do modern people use to change the environment?	Science and technology	
3	Why are people able to investigate their environment?	They have a brain	
4	What are synthetic fibres made from?	Matter found in the environment	
5	What are some of the things in the environment which people use?	Plants; animals; wood; cotton; wool (any 2)	
6	What does the passage say people use to make skirts and shirts?	Fibre from the cotton plant	
7	According to the passage, what are the hides of animals used for?	Shoes	
8	What are some of the ways in which people have changed the environment?	Any logical response	
9	Do you think it's a good thing for people to change their environment? Why?	Any logical response	
10	What does "synthetic" mean?	Fake; unnatural; made from several things put together	
Number correct: /10		Percentage:	

LISTENING COMPREHENSION

Pre-Primer 1 - A Green Frog (List A) Open Ended

	Question	Suggested Answer	Student Response
1	Where is the frog sitting?	On a rock	
2	Where does it swim?	In the pond	
3	What does a frog like to do?	Any logical response; jump; hop; swim	
4	What helps a frog jump up high?	Any logical response; it has big hind legs	
5	What is a "frog"?	An animal	
Number correct: /5		Percentage:	

Pre-Primer 2 - I Like Birds (List B) Open Ended

	Question	Suggested Answer	Student Response
1	Where did the person in the story look for the birds?	In a tree	
2	What kinds of birds did the person see?	Big bird; baby bird; brown; little bird (any 2)	
3	Besides being too little, why do you think the baby bird could not fly?	Any logical response	
4	Why do you think the person looked up in a tree to find birds?	Any logical response; birds live there	
5	What does "little" mean?	Small; tiny; baby	
Number correct: /5		Percentage:	

Primer - The Box (List B) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	Ben's box; Nan guessing about the box	
2	Who did Ben see?	Nan	
3	What did Ben have with him?	A box; apples	
4	What colour was the box?	Blue	

LISTENING COMPREHENSION

Primer - The Box (List B) Open Ended (continued)

	Question	Suggested Answer	Student Response
5	What things did Nan think were in the box?	Ball, car, apple (any 2)	
6	How many apples were in the box?	Two	
7	How did Nan feel about the apple?	She liked it	
8	What colour was the apple that Ben kept?	Green	
9	Would you like Ben as your friend? Why?	Any logical response	
10	What does "good" mean?	Nice; friendly; kind	
Number correct: /10		Percentage:	

Grade 1 - Spotty Swims (List A) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	Spotty and a frog; how Spotty learned to swim	
2	Where did Spotty go?	To the pond; for a walk	
3	What did Spotty see?	A frog	
4	What happened when Spotty saw the frog?	He barked; he wanted to play; he jumped into the water (any 1)	
5	What did the frog do when Spotty barked?	The frog jumped into the water	
6	What did Spotty do when the water went over his head?	Moved his legs; he didn't know what to do	
7	What did Spotty learn in this story?	How to swim	
8	Who was Spotty?	Any logical response; a dog	
9	Why do you think Spotty wanted to play with the frog?	Any logical response; he was lonesome	
10	What is a "pond"?	Like a lake; water	
Number correct: /10		Percentage:	

LISTENING COMPREHENSION

Grade 2 - Zoo Works (List C) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	Bob and the zoo; Bob's work at the zoo	
2	What does Bob do?	Works at the zoo; takes care of animals; washes cages	
3	Where do the animals come from?	All over the world	
4	What did Bob feed the lions and what did he feed the seals?	Meat to the lions and fish to the seals	
5	How often does Bob wash the cages?	Each day; every day	
6	Who takes care of sick animals?	Zoo doctor	
7	What does Bob do when the people go home?	Locks the gates and goes home	
8	How does Bob know what to feed the animals?	Any logical response	
9	Why do you think Bob locks the gates to the zoo?	Any logical response; so no one can take animals	
10	What is "raw" meat?	Meat that is not cooked	
Number correct: /10		Percentage:	

Grade 3 - The Night Noise (List B) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A night noise that kept Fred awake; Fred looking for a noise	
2	What was Fred trying to do at the beginning of the story?	Sleep	
3	What did Fred have to do the next day?	Take a test	
4	How did the noise sound?	Like a soft whistle.	
5	Where did Fred look for the noise?	The kitchen; his parents' room (either 1)	
6	What did Fred hear from the window?	A dog barking	

LISTENING COMPREHENSION

Grade 3 - The Night Noise (List B) Open Ended (Continued)

	Question	Suggested Answer	Student Response
7	How did Fred make the noise go away?	He closed the window	
8	What was probably causing the soft whistle?	Any logical response; the wind	
9	How would you feel if you heard a soft whistle when you were trying to sleep? Why?	Any logical response; scared; frustrated; mad	
10	What does "listen" mean?	Try to hear	
Number correct: /10		Percentage:	

Grade 4 - Fire and Animals (List A) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A forest fire or a bushfire	
2	What did the animals try to do?	Escape; warn each other	
3	What was unusual about this summer?	It had been a dry one	
4	What was heard and seen in the woods before the fire began?	Thunder and lightning	
5	What started the fire?	A spark; lightning	
6	What colours were the trees in this story?	Yellow, orange, and red (any 2)	
7	Why was it difficult for the animals to breathe?	Smoke filled the air; the fire	
8	Why do you think the fire spread quickly?	Any logical response; it had been a dry summer	
9	What problems do you think the animals that survived the fire might have?	Any logical response	
10	What does "escape" mean?	Get away; any logical response	
Number correct: /10		Percentage:	

LISTENING COMPREHENSION

Grade 5 - The Mystery (List A) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A skateboarder; finding out who the skateboarder was	
2	What did the mystery person look like?	Wore a black hood; rode a skateboard	
3	Why was this person such a mystery?	No one knew who the person was	
4	Who saw the skateboarder?	Everyone; Ken and Nita	
5	What kind of stunts did the mystery person do?	slide down a railing; three hundred sixty degree turn; jump a curb (any 1)	
6	Who solved the mystery?	Ken	
7	What items did Ken see that helped him solve the mystery?	Hooded jacket; skateboard; book (any 2)	
8	Who was the mystery person?	Rose	
9	If you were Ken, how might you have solved the mystery differently?	Any logical response	
10	What does "talented" mean?	Good at something; gifted	
Number correct: /10		Percentage:	

Grade 6 - Keep Your Distance (List A) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A boy named Elwood	
2	What was Elwood considered?	A tough guy	
3	What school did he attend?	Anderson School	
4	What did Elwood look like?	A teacher; Mr. Wilson; colossal in size; big; tough	
5	What kind of clothes did Elwood wear?	faded, torn jeans; old clothes	
6	What did everybody call him?	Sky	

LISTENING COMPREHENSION

Grade 6 - Keep Your Distance (List A) Open Ended (continued)

	Question	Suggested Answer	Student Response
7	How did Elwood shock people?	Rude behaviour; toughness	
8	Why do you think Bob was Elwood's friend?	Any logical response; he lived in the same apartment building	
9	Would you be Elwood's friend if you went to Anderson School? Why?	Any logical response	
10	What does "riled" mean?	Irritated; made angry	
Number correct: /10		Percentage:	

Grade 7 - Looming Danger (List A) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	Soldiers planning to raid an army fort	
2	What was the weather like?	Blazing sun; tropical; hot and sunny	
3	How did the soldiers feel about their leader?	They felt the leader was the salvation of their country; they liked him	
4	What kind of land were they traveling in?	Uninhabited; tropics	
5	What was the soldiers' objective?	To reach a distant fort; to fire a rocket into the storeroom	
6	What would be used to destroy the storeroom?	A rocket	
7	What did they hope their attack would accomplish?	Scare enemy soldiers; impress local people to join them	
8	In what country do you think this story took place? Why?	Any logical response that suggests a tropical climate	
9	What dangers do you think might be involved for the soldiers in their attack?	Any logical response	

LISTENING COMPREHENSION

Grade 7 - Looming Danger (List A) Open Ended (Continued)

	Question	Suggested Answer	Student Response
10	What does "glistened" mean?	To shine; to sparkle	
Number correct: /10		Percentage:	

Grade 8 - Scientist's Search (List A) Open Ended

	Question	Suggested Answer	Student Response
1	What is this story about?	A scientist searching for a medicine to make people immortal	
2	Where did the scientist get the idea for the formula?	In a letter from an unknown person	
3	What was the key to the experiment?	The radium reaction	
4	What would the radium reaction do?	Activate the medicine	
5	What would the medicine do?	Make people immortal	
6	Why would Chris be powerful?	Only he or she would know the right amount in each tablet	
7	What would disappear because of the medicine?	Death and disease	
8	How do you think people would react to this discovery? Why?	Any logical response	
9	Do you think Chris might be placed in a dangerous position? Why?	Any logical response	
10	What does "immortal" mean?	To live forever; not to die	
Number correct: /10		Percentage:	

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.