

# CONVENTIONAL LITERACY ASSESSMENT INSTRUCTION SHEETS

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](http://www.med.unc.edu/ahs/clds)

This assessment consists of four assessment tasks:

1. Word Identification
2. Reading Comprehension
3. Listening Comprehension
4. Writing with All Tools Continuum (Farrall 2022)

## Resources Needed:

- Word Identification PowerPoints for verbal students (one word per page)
- Word Identification PowerPoints for students with CCN (four words per page)
- Passages from Jerry Johns to complete reading comprehension and listening comprehension tasks
- Student's pencil e.g. iPad, flip chart, keyboard, pencil

## Please note:

- Pre-Primer is halfway through Foundation
- Primer is the end of Foundation
- Grade 1 is Year 1, etc.

# WORD IDENTIFICATION

## *Procedure for verbal students including scoring:*

- Let the student know that they are going to read some words.
- Use the Word Identification PowerPoints with one word per page
- If this is the first time assessing the student, start at an appropriate grade level, or start at Pre-Primer 2. If a student has been assessed previously, start one grade level below their previous assessment.
- Present each word as quickly as possible and ask the student to say what the word was.
- If they are unable to identify it or identify it incorrectly, move back to the word and leave it up there for 3 – 5 seconds, asking them to read it again.
- Student receives 1 point for each word identified automatically (under 1 second) and ½ a point for each word identified with more time (3 – 5 seconds). In total, they need to score 17 points to move up to the next level. This is known as the ceiling.
- If the student doesn't score the ceiling for Pre-Primer 2, then administer Pre-Primer 1.
- If the student doesn't score the ceiling for Pre-Primer 1 then they haven't achieved pre-primer level and the transitional or emergent literacy assessment may be more appropriate.
- Repeat in the order on the score sheet until student doesn't achieve the ceiling in a grade level or until the assessment is finished.

## *Procedure for students with Complex Communication Needs including scoring:*

- Let the student know that they are going to read some words.
- Use the Word Identification PowerPoints with four words per page
- If this is the first time assessing the student, start at an appropriate grade level, or start at Pre-Primer 2. If a student has been assessed previously, start one grade level below their previous assessment.
- Put each slide up on the screen, say the target word and ask the student to point to the correct word (or use alternative access such as eye gaze).
- The student has 5 seconds to make a selection.
- Score each word as correct or incorrect.
- Student receives 1 point for each correct word.
- In total, students using eye gaze or pointing need to get 18 points to move up to the next level. This is known as the ceiling.
- If the student doesn't score the ceiling for Pre-Primer 2, then administer Pre-Primer 1.
- If the student doesn't score the ceiling for pre-primer 1 then they haven't achieved pre-primer level and the transitional or emergent literacy assessment may be more appropriate.
- Please note: The scoring is at a higher level for students with complex communication needs because the task is easier – they aren't having to name the word, just recognize it.
- Repeat in the order on the score sheet until student doesn't achieve the ceiling in a grade level or until the assessment is finished.

# READING COMPREHENSION

*Procedure for all students including scoring:*

- Let the student know that they are going to read a short story and then you are going to ask them some questions.
- If this is the first time assessing the student, start at an appropriate grade level, or start at Pre-Primer 2. If a student has been assessed previously, start one grade level below their previous assessment.
- Student should read the passage silently (if possible).
- Put the passage away once the student has finished reading it – make sure they can't refer back to it when answering questions.
- For verbal students, ask the questions provided in the Basic Reading Inventory manual and get them to answer without giving them the multiple choice options. You can also use this option for students with complex communication needs who will use their AAC system to answer. Once a student is at grade two reading comprehension level they should use their AAC system.
- For students below Year 2, there is an option to use the four choice multiple answer questions – they need to answer yes or no to each option.
- Students need to get 80% of questions correct to go to the next level.
- If the student doesn't get 80% correct at pre-primer level then they haven't achieved pre-primer level and the transitional or emergent literacy assessment may be more appropriate.
- For students with complex communication needs, the task (multiple choice) is easier, so they are scored down 1 grade level. This means that if they pass at a Grade 2 level, we need to score them as Grade 1.

# LISTENING COMPREHENSION

*Procedure for all students including scoring:*

- Let the student know you are going to read a short story to them, and then you are going to ask them some questions.
- If this is the first time assessing the student, start at an appropriate grade level, or start at Pre-Primer 2. If a student has been assessed previously, start one grade level below their previous assessment.
- Read the passage so the student can't see it.
- Put the passage away once you have finished reading it – make sure they can't refer back to it when answering questions
- For verbal students, ask the questions provided in the Basic Reading Inventory manual and get them to answer without giving them the multiple choice options. You can also use this option for students with complex communication needs who will use their AAC system to answer. Once a student is at grade two reading comprehension level they should use their AAC system.
- For students below Year 2, there is an option to use the four choice multiple answer questions – they need to answer yes or no to each option.
- Students need to get 80% of questions correct to go to the next level.
- If the student doesn't get 80% correct at pre-primer level then they haven't achieved pre-primer level and the transitional or emergent literacy assessment may be more appropriate.
- For students with complex communication needs, the task (multiple choice) is easier, so they are scored down 1 grade level. This means that if they pass at a Grade 2 level, we need to score them as Grade 1.

# WRITING

Using the Writing with All Tools Continuum (Farrall, 2022)

| Writing                               | Date(s):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| Directions/Scoring                    | <p>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.</p> <p>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.</p> <p>Now say “what would you like to write about this? Encourage them to write. Use the phrase “tell me more” to encourage more writing</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| Writing Tool<br>(specify)             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Access Method<br>(circle one or more) | Points with Hand. Partner Assisted Scanning Other<br>(specify):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

Attach writing samples to this page.