

EMERGENT LITERACY ASSESSMENT INSTRUCTIONS - DIRECT ACCESS

This assessment consists of three assessment tools:

1. Concepts about Print (Clay, 2000) modified by Clendon & Erickson (2004).
2. Letter identification task (Clendon & Erickson, 2004)
3. Writing samples assessed using the Writing with All Tools Continuum (Farrall, 2022).

Instructions for completing these tasks with students who use direct access - that is, students who can point - are contained within the student record form on the following pages.

For a student who need partner assisted scanning, please see the alternate record sheet and instructions.

Further resources to help you with using the Writing with All Tools Continuum can be found at <https://www.comprehensiveliteracy.com/writing-with-all-tools-continuum.html#/>

References:

Clay, M.M. (2000). Concepts About Print: What have studentren learned about printed language? New Zealand; Heinemann.

Clendon, SA. & Erickson, K.A. (2004). Emergent Literacy Assessment Adaptations. Centre for Literacy and Disability Studies, University of North Carolina at Chapel Hill.

Farrall, J. (2022). Writing with All Tools Continuum. Accessed from <https://www.janefarrall.com/writing-with-all-tools-continuum-a-writing-continuum-for-all-people-using-all-writing-tools/>

EMERGENT LITERACY ASSESSMENT RESULTS

STUDENT COVER SHEET

STUDENT: _____

TEACHER: _____

GRADE: _____ CLASS: _____

EXAMINER: _____

SCHOOL: _____

	Year	Month	Day
Date of Testing:	20		
Date of Birth:	20		
Chronological Age:			

SUMMARY INFORMATION	
Concepts About Print Score:	/13 or 14
Letter Name Identification Score:	/52
Writing Score:	

NOTES:

CONCEPTS ABOUT PRINT

(Clay, 2000, adapted by Clendon & Erickson 2004)

To be used with a text specifically created for this assessment. These include Sand, Stones, No Shoes and Follow Me Moon

Concepts About Print	Date(s):
Ceiling	Attempt to administer the entire assessment
Scoring	One point if the student gets the item correct, 0 if incorrect. No half points. Write NR if the student made no response.
Access Method (circle one or more)	Points with Hand. ☐ Partner Assisted Scanning ☐ Other (specify):
Text used	Follow Me Moon ☐ Sand ☐ Stones ☐ No Shoes ☐ Other (specify):

Instruction: Say to the student: "I'm going to read you this story but I want you to help me".

COVER		
Item 1	Test:	For orientation of book. Pass the book to the student, holding it vertically by outside edge, spine towards the student.
Score ☐	Say:	<i>"Show me the front of this book".</i>
	Score:	1 point for the correct response.
Comments:		

CONCEPTS ABOUT PRINT

PAGES 2/3

Item 2	Test:	Concept that print, not picture, carries the message.
Score ☐	Say:	<i>"I'll read this story. You help me. Show me where to start reading. Where do I begin to read?"</i>
	Read:	Text on page 2.
	Score:	1 point for print, 0 for picture.
Comments:		

PAGES 4/5

Item 3	Test:	For directional rules.
Score ☐	Say:	<i>"Show me where to start."</i>
	Score:	1 point for top left.
Item 4	Test:	Moves left to right on any line.
Score ☐	Say:	<i>"Which way do I go?"</i>
	Score:	1 point for left to right.
Item 5	Test:	Return sweep
Score ☐	Say:	<i>"Where do I go after that?"</i>
	Score:	1 point for return sweep to left, or for moving down the page.
Comments:		

CONCEPTS ABOUT PRINT

Item 6	Test:	Word by word pointing
Score ☐	Say:	<i>"Point to it while I read it".</i>
	Read:	Text on page 4.
	Score:	1 point for return sweep to left, or for moving down the page.
Comments:		

PAGE 6

Item 7	Test:	Concept of first and last.
Score ☐	Say:	<i>"Show me the first part of the story".</i> <i>"Show me the last part".</i>
	Score:	1 point if both are correct in any sense, that is, applied to the whole text or to a line, or to a word, or to a letter.
Comments:		

PAGE 7

Item 8	Test:	Inversion of picture
Score ☐	Say:	<i>"Show me the bottom of the picture".</i>
	Score:	1 point if student points to bottom of the picture OR 1 point if student inverts book to correct it.
Comments:		

CONCEPTS ABOUT PRINT

PAGES 8/9

Item 9	Test:	Response to inverted print
Score ☐	Say:	<i>"Where do I begin?"</i> <i>"Which way do I go?"</i> <i>"Where do I go after that?"</i>
	Read:	Text on page 8.
	Score:	1 point if student points to first word of sentence and then moves right to left across the lower line and then the upper line OR 1 point if student inverts book to correct it and moves left to right in the conventional manner.
Comments:		

PAGES 10/11

	Read:	Text on page 8.
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PAGES 12/13

Item 10	Test:	A left page is read before a right page.
Score ☐	Say:	<i>"Where do I start reading?"</i>
	Read:	Text on page 12 and 13.
	Score:	1 point for indicating the left page.
Comments:		

PAGES 14/15

	Read:	Text on page 14.
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CONCEPTS ABOUT PRINT

PAGES 16/17

Read: Text on page 16.

PAGES 18/19

Read: Text on page 18.

PAGE 20

Item 11 Test: Letter concepts

Score ☐ Say: *"This story says _____"*
"Can you show me one letter?"
"Now show me two letters"

Score: 1 point if both are correct.

Item 12 Test: Word concept.

Score ☐ Say: *"Show me just one word".*
"Now show me two words".

Score: 1 point if both are correct.

Item 13 Test: First and last letter concepts.

Score ☐ Say: *"Show me the last letter of a word".*

Score: 1 point if both are correct.

Item 14 Test: Capital letter concepts.

Score ☐ Say: *"Show me a capital letter".*

Score: 1 point if correct.

Comments:

LETTER IDENTIFICATION

(Clendon & Erickson 2004)

Letter Identification	Date(s):
Ceiling	Attempt to administer the entire assessment. Only administer the lower case letters if the student identifies more than 8 upper case letters correctly.
Scoring	Write the letter the student points to/indicates in the box next to the target letter. Write NR if the student made no response.
Access Method (circle one or more)	Points with Hand ☐ Eye Gaze ☐ Partner Assisted Scanning ☐ Other (specify):
Instructions	Ask student to "point to" or "show me" the letters on each page in the order below.

Page	Upper case letter	Response	Page	Lower case letter	Response
Page 1	W		Page 1	w	
	A			a	
	K			k	
	F			f	
	Z			z	
Page 2	P		Page 2	p	
	B			b	
	U			u	
	H			h	
	O			o	
	J			j	

LETTER IDENTIFICATION

Page	Upper case letter	Response		Page	Lower case letter	Response
Page 3	M			Page 3	m	
	Y				y	
	L				l	
	C				c	
	Q				q	
Page 4	N			Page 4	n	
	S				s	
	D				d	
	I				i	
	X				x	
Page 5	V			Page 5	v	
	E				e	
	G				g	
	R				r	
	T				t	
Totals	Correct		Totals	Correct		
	Incorrect			Incorrect		
	No response			No response		

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. 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)	Points with Hand. ☐ Partner Assisted Scanning ☐ Other (specify):

Attach writing samples to this page.