

THE BRIDGE PROTOCOL:

Completing the modified version of the Bridge protocol

The Bridge Protocol is designed to provide information for students where the emergent literacy assessment doesn't give us enough information to guide our teaching.

When completing the Bridge Protocol, please follow the guidelines below:

1. Before completing the Bridge Protocol, an emergent assessment must be attempted with each student. (Please refer to the Assessment Flow Chart (v2, 2020) for further details about which students to use the Bridge protocol with.) An emergent assessment needs to be submitted for each student, with notes on how the emergent assessment was attempted. All pages of the emergent assessment should be submitted, with notes on what occurred and what the outcome(s) were.
2. Three writing samples should also be collected as part of the emergent assessment and submitted for each student.
3. The Bridge assessment should be completed with students who score less than 10% overall on the emergent assessment.
4. The Bridge assessment is completed over a 3 week period. You might choose to have just the class teacher complete the assessment, or you can provide a copy of the protocol for all staff to make notes, which should then be summarised by the teacher at the end of the three weeks.
5. As a literacy behaviour is observed, the date is recorded on the form. If multiple staff are completing the form, their initials should also be added next to the date. Any relevant notes should also be added – for example, you might record which book a student was engaged with to check if the student engages with multiple books or just one.
6. Over the three weeks, the date(s) on which behaviours from all sub-scales were observed, and notes, should be made. Once any behaviour has been seen three times, no further dates/notes need be collected. Observations need to be completed for every sub-scale.
7. At the end of the three week period, the Bridge protocol is summarised and scored.
8. In each area, the highest level on each sub-scale with three dates is the student's final score. For example, if the level 1 behaviour has been seen three times, and the level 2 and 3 behaviours have each been seen once, then the student would score 1 on that sub-scale.

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9. Notes from multiple forms, or from one form, can be summarised by the teacher to inform people reading the form about the student, or can be submitted unedited if legible.
10. The cover sheet (see below) is then finalised, with the student's details and score for each sub-scale.

A DRAFT adapted/modified BRIDGE for students with complex needs. (Sheldon, 2017)

All items (including writing & phonological awareness) include children's use of assistive technology (e.g., adapted books, books on disk, books on tape, communication symbols, devices). Each item is scored based on at least three (3) pieces of evidence (observation notes, work samples, pictures, dictation). Evidence may be collected across an observation period of 3 weeks. All items must receive one score.

Student Name: _____

Grade/Class: _____ Teacher: _____

Date scoring commenced: _____ Date scoring completed: _____

Notes: _____

Area	Student's Score (out of 8)	Notes
Physically handle/interact with books		
Interact with print		
Direct and take ownership of shared literacy experiences		
Interact with symbols during shared reading		
Engage in the act of reading		
Draw/write motor item		
Use print (cognitive/linguistic item)		
Use symbolic language (AAC) to generate print		
Write name		
Interact with and use letters of the alphabet		
Demonstrate phonological awareness		
Demonstrate phonemic awareness		
Use oral language/AAC during literacy activities		
Engage in story-telling/re-telling		

Cover Sheet for Bridge Protocol

Please also see the example completed Bridge Protocol on the following pages for more information.

References

The Bridge: A Portfolio Rating Scale of Preschoolers' Oral and Written Language
Pierce, P.; Summer, G.; O'DeKirk, M. (2005). Available from
<https://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment/>

Modified version of the Bridge by Sheldon (2017). Available from
<http://www.aacintervention.com/page/180009852/180117546/Tips-2019>

EXAMPLE COMPLETED BRIDGE PROTOCOL

Includes Emergent Assessment Form, 3 writing samples and a completed Bridge Protocol

Emergent Literacy Assessment Results

Student Cover Sheet

Student:	J. N.
Teacher:	M. WILLIAMS
Current Grade:	YEAR 1
Examiner:	M. WILLIAMS
School:	ADELAIDE NORTH S.S.

	Year	Month	Day
Date of Testing	2020	JULY	21
Date of Birth	2014	MAR	16
Chronological Age	6	4	5

Summary Information

Concepts About Print Score:	NA /13 or 14
Letter Identification Score:	/52 Attempted
Writing Score:	1 /14

Notes:

Attempted letter name test however didn't engage for longer than 10 secs, pushing it away, walking, moving away.

Bridge is next step

Concepts About Print

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

Requires the book "No Shoes" or "Follow Me Moon". Also requires the text:

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

Concepts About Print		Date(s): 21/JUL/20
<u>Ceiling</u>	Attempt to administer the entire assessment	
<u>Scoring</u>	One point if the student gets the item correct. Write NR if the student made no response.	
<u>Access Method:</u> (circle one or more)	Eye Gaze Points with Hand Partner Assisted Scanning Other:	
<u>Book used:</u> (circle one)	Follow Me Moon No Shoes	

DIDN'T RESPOND

Concepts About Print

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

Requires the book "No Shoes" or "Follow Me Moon". Also requires the text:

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

Concepts About Print		Date(s):
<u>Ceiling</u>	Attempt to administer the entire assessment	
<u>Scoring</u>	One point if the student gets the item correct. Write NR if the student made no response.	
<u>Access Method:</u> (circle one or more)	Points with Hand Other:	

The instructions below are for a student who can point. For a student who needs partner assisted scanning, see the alternative instructions.

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

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

PAGES 2/3		
<u>Item 2</u>	Test:	Concept that print, not picture, carries the message.
	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		
<u>Item 3</u>	Test:	For directional rules.
	Say:	<i>"Show me where to start"</i>
	Score:	1 point for top left.
<u>Item 4</u>	Test:	Moves left to right on any line.
	Say:	<i>"Which way do I go?"</i>
	Score:	1 point for left to right.
<u>Item 5</u>	Test:	Return sweep.

☐	Say:	"Where do I go after that?"
	Score:	1 point for return sweep to left, or for moving down the page.
Comments:		

<u>Item 6</u>	Test:	Word by word pointing
☐	Say:	"Point to it while I read it".
	Read:	Text on page 4.
	Score:	1 point for exact matching.
Comments:		

PAGE 6		
<u>Item 7</u>	Test:	Concept of first and last.
☐	Say:	"Show me the first part of the story". "Show me the last part".
	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		
<u>Item 8</u>	Test:	Inversion of picture.
☐	Say:	"Show me the bottom of the picture".
	Score:	1 point if child points to bottom of the picture OR 1 point if child inverts book to correct it.
Comments:		

PAGE 8/9		
<u>Item 9</u>	Test:	Response to inverted print.

☐	Say:	<i>"Where do I begin?"</i> <i>"Which way do I go?"</i> <i>"Where do I go after that?"</i>
	Score:	1 point if child 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 child inverts book to correct it and moves left to right in the conventional manner.
	Read:	Text on page 8.
Comments:		

PAGE 10/11		
	Read:	Text on page 10.

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

PAGE 14/15		
	Read:	Text on page 14.

PAGE 16/17		
	Read:	Text on page 16.

PAGE 18/19		
	Read:	Text on page 18.

<u>Item 11</u>	Test:	Letter concepts.
☐	Say:	<i>"This story says _____"</i> <i>"I want you to push the cards across the story like this until all you can see is just one letter"</i> <i>"Now show me two letters"</i>
	Score:	1 point if both are correct.
<u>Item 12</u>	Test:	Word concept.
☐	Say:	<i>"Show me just one word".</i> <i>"Now show me two words".</i>
	Score:	1 point if both are correct.
<u>Item 13</u>	Test:	First and last letter concepts.
☐	Say:	<i>"Show me the last letter of a word".</i>
	Score:	1 point if both are correct.
<u>Item 14</u>	Test:	Capital letter concepts.
☐	Say:	<i>"Show me a capital letter".</i>
	Score:	1 point if correct.
Comments:		

Letter Identification_(Clendon & Erickson, 2004)

LETTER IDENTIFICATION		Date(s):
<u>Ceiling</u>	Attempt to administer the entire assessment. Only administer the lower case letters if the student identifies more than 8 upper case letters correctly.	
<u>Scoring</u>	Write the letter the student points to/indicates in the box next to the target letter. Write NR if the student made no response.	
<u>Access Method:</u> (circle one or more)	Eye Gaze <u>Points with Hand</u> Partner Assisted Scanning Other:	

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

pushing Folder away. wriggling in seat.
Not direct point - general area tapping

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	1		Totals	Correct	
	Incorrect	3			Incorrect	
	No response	22			No response	

Developmental Writing Scale

(Sturm et al, 2012)

Writing		Date(s): 5/8/20 7/8/20 17/8/20
<u>Directions/</u> <u>Scoring</u>	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. For students above level 6, if you submit a handwriting sample, please also submit a typed sample. Use the Developmental Writing Scale (Sturm et al, 2012) to score the sample. Handwriting samples are optional for all students. Please submit three samples collected in the three weeks before the moderation.	
<u>Method of writing</u> (circle one or more)	Pencil/Pen Standard Keyboard Adapted Keyboard Onscreen Keyboard Eye Gaze Frame <u>Print Flip Chart</u> AAC Device/Name: Other:	

Attach writing samples to this page.

ODP



Sensory letters used. Picked up / fiddled.

17/8/20

Sentence = 'Dora is crazy.'

Ran away from table - was standing.

RG



5/8/20

Tapped near photo (2 were shown).

No response in PODD. I modelled 'Reading is fun.'

Sensory letters used. Picked up 'R' & threw it away. Touched 'G.'

Moved away from table (was standing).

PHNV



7/8/20

Sentence - 'The Wiggles!'

No response on opinions page in PODD.

Sensory letters used.

Sat for 20-30 secs.

Picked up / fiddled with letters.

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Student Name: J. N.

Grade/Class: YEAR 1 - JP2 Teacher: M. WILLIAMS

Date scoring commenced: 24 JULY 2020 Date scoring completed: 14 AUG 2020

Notes: _____

Summary Table

Area	Student's Score (out of 8)	Notes
Physically handle/interact with books	2	DOESN'T ENGAGE WITH BOOKS YET
Interact with print	0	
Direct and take ownership of shared literacy experiences	1	
Interact with symbols during shared reading	1	
Engage in the act of reading	1	
Draw/write motor item	1	USES sensory pencil without intention
Use print (cognitive/linguistic item)	1	
Use symbolic language (AAC) to generate print	1	
Write name	1	
Interact with and use letters of the alphabet	1	
Demonstrate phonological awareness	2	
Demonstrate phonemic awareness	1	
Use oral language/AAC during literacy activities	1	
Engage in story-telling/re-telling	0	

Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)

Physically handle/interact with books	Rips or mouths books and paper	Explores books with hands, stacks or bangs	Looks at book pages when shown	Browses book pages independently	Recognises book by its cover	Holds the book appropriately, unprompted	Independently studies books pages	Turns pages appropriately, paper or digital
Score	1	2 3/8, 5/8	3 10/8	4	5	6	7	8

10/8

MAINLY REJECTS BOOKS BY PUSHING THEM AWAY OR THROWING. DOESN'T SEEK THEM OUT TO EXPLORE, ADULTS BRING BOOKS TO HIM, HOWEVER ONLY BRIEF EYE CONTACT GIVEN ON OCCASION.

Interact with print	Shows no engagement emotion	Indicates enjoyment when being read to	Touches the page when exploring books	Beginning to recognise print	Frequently recognises print, such as pointing, touching, or looking at	Makes print to speech connection	Knows where to read on a page. Notices if reading partner skips text	Completes any part of a sentence by generating a word with a symbol, photo, sign, or gesture	Understands "concept of word" (1:1 correspondence of text to speech)
Score	6/8, 7/8	1	2 5/8	3	4	5	6	7	8

8/8

Doesn't show clear enjoyment or engagement with print/books. Occasionally touches/slaps the pages, however limited eye contact.

Engage in the act of reading	Indicates awareness that someone is reading to him/her	Displays joint attention while being read to	Points to items on the page during shared reading	Labels or acts out story characteristics during shared reading	Points to people or objects related to the book during shared reading	Engages in parallel/solitary reading	Pretend reads <u>to another</u> , such as vocalising while turning pages and touching words, or activating recorded speech	Pretend reads from memory, paying attention to the printed word
Score	1	2	3	4	5	6	7	8
His awareness is evident as he often doesn't like adults approaching with a book - perhaps not aware it is reading specifically or an undesired activity? Will move away from group time reading space, sometimes approaches for music. likes to play with a desired boy if you want him to sit near you to listen to reading.								

Foundations of Writing

Draw/write (motor item)	Explores writing tools and materials, including mouthing and touching	Uses writing/drawing tools with beginning purpose	Uses writing/drawing with greater purpose	Generates a variety of shapes in drawings: lines, circles, etc.	Makes controlled marks showing left-to-right directionality	Writing looks different from drawing, makes marks only in areas designated for text	Generates disconnected scribble with letter-like forms & recognisable letters	Writes and self-identifies some letters
Score	3/8, 10/8, 12/8 ①	2	3	4	5	6	7	8

J's writing tool is sensory letters & is modelled the letters he picks up to play / Fiddle with. Doesn't engage with a Flipchart yet.

He holds thick bingo dotters to make marks on a page, however throws or Flaps textas/pencils.

Use print (cognitive/linguistic item)	Explores accessible keyboards or letter boards to generate strings of random letters and characters	Selects letters with greater intentionality, such as generating strings of the same letter	Generates letters in word-like groupings with attention to spacing	Regularly generates text, may use word prediction some of the time	Generates letters to label or caption photos or drawings	Generates letters to "write" a letter, create a message, make a list	Selects letters, and words, with some connection to photo, list, message, or story	Generates many written words (some recognisable) to tell a story, create a message, make list
Score	① 4/8 5/8	2	3	4	5	6	7	8

7/8

As above - accessible keyboard / pencil = sensory letters/pencil.

Use symbolic language (AAC) to generate print	Observes symbol use modelled by communication partners 6/8, 7/8 10/8	With scaffolding support, selects a symbol to make a choice 5/8	With scaffolding support, selects a symbol to make a comment to label or caption a photo	With scaffolding support, selects a symbol to describe a character or object	Uses AAC to logically complete an unfinished sentence or fill in a word	Uses AAC to identify an audience and a purpose, such as to write message, make list	Uses AAC to logically respond to text, such as describing a character	Uses AAC system to generate a simple story, create a message, make a list
Score	1	2	3	4	5	6	7	8

J's engagement with a certain toy or item is then modelled using PECS & use that as a writing topic.

J is learning to choose between 2 photos for a writing stimulus by tapping or showing eye contact.

Write name 4/8 5/8 6/8	Attends to a model of writing the student's name with an accessible keyboard, pencil, or letterboard	Sometimes makes an inconsistent mark/scribble when asked to write name	Usually makes an inconsistent mark/scribble to write name	Makes a consistent mark/scribble to write name	Makes a consistent letter-like form in scribble to write name	Writes a single recognisable letter or consistently selects correct first letter	Writes or selects some letters to form name (not necessarily in order)	Writes name in recognisable form, using an accessible pencil or letterboard
Score	1	2	3	4	5	6	7	8

Part of J's morning routine using letter magnets or velcro board. Occasionally attends to this with brief eye contact.

Alphabet Knowledge

Interact with and use letters of the alphabet	Explores and plays with alphabet materials	Enjoys alphabet materials of own favourite people, foods, items, activities	Knows that letters are different from pictures and shapes	Recognises first letter in name (says, writes, points to)	Associates specific letters with specific people or items	Recognises other letters in own and/or other's names	Identifies specific letters in own or other names	Identifies at least 10 letters
Score	3/8, 11/8 7/8 1	2	3	4	5	6	7	8
J plays with sensory letter resources in shaving cream, coloured sand, water beads, for brief periods. Doesn't like certain textures sometimes.								

Phonological/Phonemic Awareness	
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Demonstrate phonological awareness	Alert to and curious about sounds in the environment 3/8 5/8	Enjoys music, songs, rhymes or word play 5/8 6/8 7/8	Connects or names sounds in the environment	Follows rhythmic beat of language and music	Repeats rhythmic patterns in poems and songs	Participates in familiar sound and word play, songs, with visual cues and imitation	Awareness that different words begin with the same sound	Identifies some initial letter sounds, makes some letter-sound matches
Score	1	(2)	3	4	5	6	7	8

J. shows some enjoyment to music & approaches the smartboard to look closer to music clips/videos.

Demonstrate phonemic awareness <i>Doesn't react any differently to these songs specifically</i>	Enjoys listening to rhyming songs, wordplay and storybooks	Use rhyme to predict words in familiar texts	Follows along clapping/nodding the beats in a word, or words in a sentence	Recognises words that are the same from words that are different: "cat, cat, sat: which word is different?"	Identifies words that rhyme and words that don't	Creates rhymes from a closed set or substitutes sounds to create rhymes	Creates alliterative or assonant pairs form a closed set (Silly Sally, Moses supposes)	Independently signifies the beats in a word
Score	1	2	3	4	5	6	7	8

Some Storybats songs he wanders near board to listen/watch.

Oral Language (related to literacy activities)

Use oral language/AAC during literacy activities	Vocalises during literacy activities 3/8 4/8 7/8	Looks at, points to pictures, symbols, props	Labels pictures, actions with word approximations, signs, or symbols	Makes comments about the text using symbols or signs	Listens, and responds to, a story for a specific purpose: "listen so you can..."	Relates stories to personal experiences (text to self connection)	Asks questions about text and stories	Retells a simple story with activity in sequence
Score	1	2	3	4	5	6	7	8

J. makes happy vocalisations when enjoying sensory play or letter songs.

Also makes Unhappy vocalisations when refusing.

Engage in story-telling /re-telling Doesn't show enjoyment in books 3/8 5/8 6/8	Enjoys personal experience stories, social scripts, videos, or remnant books	Shares personal experience books, etc, with others, ie pointing and waiting for a response	Participates in creating personal experience stories, etc, such as by selecting items or text to include	Initiates sharing remnant books, personal experience stories or social scripts	Initiates creating remnant books, personal experience stories or social scripts	Answers questions related to familiar stories	Predicts what might happen in unfamiliar stories	Tells an original, simple story using AAC and drawings or photos
Score	1	2	3	4	5	6	7	8

J doesn't show particular interest in video self modelling clips or PCW class books, etc.