

TRANSITIONAL LITERACY ASSESSMENT STUDENT RECORD FORM

This assessment consists of a number of tasks. These are taken from the following sources:

- Concept of Word, Word Recognition and Phoneme Awareness tasks from Morris, D. (1998). Assessing printed word knowledge in beginning readers: The Early Reading Screening Instrument (ERSI). Illinois Reading Council Journal, 26(2), 30 – 39.
- Letter Sound task is from Clendon & Erickson (2004), Centre for Literacy and Disability Studies www.med.unc.edu/ahs/clds
- Rhyme Identification Probe was created by Clendon, S. (2019) - Clendon Consulting.
- Phoneme Matching Probe is from Gillon, G. (2005). Phonological Awareness Assessment Probes. Retrieved from <http://www.education.canterbury.ac.nz/people/gillon/PA%20Assessment%20probe%20instructions.pdf>
- Comprehension tasks were written by Farrall (2015) - Jane Farrall Consulting www.janefarrall.com
- Writing task uses: 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/>. 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#/>

TRANSITIONAL 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			
Letter Sounds	/26		
Concept of Word	Katie /9	My Home /7	Total /16
Rhyme Identity	/10		Phonological Awareness Total /20
Phoneme Matching	/10		
Word Recognition	Basal /10	Decodable /10	Total /20
Phonemic Awareness	/42		
Comprehension	I like animals /5	I want /5	Total. /10
Writing	/18		
Total	/152		

LETTER SOUND IDENTIFICATION

(Clendon & Erickson 2004)

Scoring: 1 point for each letter identified correctly from the sound

Page	Sound (say most common letter sound)	Response	Score (1 or 0)
Page 1	w		
	a		
	k		
	f		
	z		
	p		
Page 2	b		
	u		
	h		
	o		
	j		
Page 3	m		
	y		
	l		
	c		
	q		

LETTER SOUND IDENTIFICATION (CONTINUED)

Page	Sound (say most common letter sound)	Response	Score (1 or 0)
Page 4	n		
	s		
	d		
	i		
	x		
Page 5	v		
	e		
	g		
	r		
	t		
Total	Correct	/26	

CONCEPT OF WORD - KATIE

(Morris, 1998)

Scoring: 1 point for pointing correctly to every word in the sentence as it is read;
1 point for naming or pointing to underlined words correctly.

Sentence	Pointing	Words	
Kate is <u>walking</u> in the <u>rain</u> .			
<u>She</u> sees a <u>big</u> dog.			
The <u>dog</u> shakes <u>water</u> on Katie.			
Total	/3	/6	

WORD RECOGNITION - BASAL (HIGH FREQUENCY) WORDS

(Morris, 1998)

Scoring: 1 point for pointing to each word correctly

Word	Score		Word	Score
is			and	
come			mother	
good			make	
here			work	
like			day	
Total	/10			

CONCEPT OF WORD - MY HOME

(Morris, 1998)

Scoring: 1 point for pointing correctly to every word in the sentence as it is read;
1 point for naming or pointing to underlined words correctly.

Sentence	Pointing	Word
My home is <u>here</u> , said the bird		
My home <u>is</u> here, said the frog.		
My home is here, said the pig.		
My home is here, said the cat.		
My home is here, said the mouse, and in I go.		
Total	/5	/2

RHYME IDENTIFICATION

(Clendon, 2019)

Scoring: 1 point for each rhyme identified correctly in the test items			
Practice Items			
fish	ball	dish	log
hat	bat	pig	fork
Test Items			
peg	fish	doll	leg
toe	bow	saw	rat
sand	light	hand	cup
hen	meat	car	pen
book	hook	dog	can
bun	kite	sun	jam
lock	tap	band	sock
shell	bell	duck	net
ring	lamb	sing	bike
cat	rock	bus	mat
Total	/10		

PHONEME MATCHING

(Gillon, 2005)

Scoring: 1 point for each initial sound pair identified correctly in the test items

Practice Items

hippo

bun

hen

peg

hand

goat

bow

Test Items

mouse

doll

milk

bear

mat

dog

book

seal

bee

tap

sun

saw

tie

hook

kangaroo

bus

kite

arm

key

dish

sock

buzzy bee

cat

leg

ball

car

boat

shoe

fish

foot

cap

pig

duck

bell

fire

Total

/10

PHONEMIC AWARENESS

(Morris, 1998)

Scoring: see next page		
Word	Student spelling	Score
back		
feet		
step		
junk		
picking		
mail		
side		
chin		
dress		
peeked		
lamp		
road		
Total	/42	

PHONEMIC AWARENESS SCORING

(Morris, 1998)

Scoring: One point is awarded for each phoneme represented by an appropriate letter. Examiners will need to interpret spellings if no example below matches student's attempt. Phonemes represented out of order are not awarded points. Note maximum points per word varies from 3 to 4.

Word	1 point	2 points	3 points	4 points
back	b, bn	bc, bk, ba, bae, bic, boc	bac, bak, bake, back	
feet	f, fa	ft, fe, fit	fet, feat, fete, feet	
step	s, c, sot	st, cp, sa, se	stp, sap, cap, stip	stap, step
junk	j, g	jk, gc, jo, gu	jok, gok, gnk, juk	jonc, gunk, junk
picking	p, po	pk, pc, pe, pn	pec, pek, pik, pen, pkn	pecn, picen, pekn, picking
mail	m, mi	ml, ma, mao, me	mal, maol, male, mel, mail	
side	s, c, st	sd, cd, sa, sed	sid, cid, sad, sod, side	
chin	g, j, h	gn, jn, hn, gan	gen, hin, chen, chin	
dress	d, j, g	js, gs, dos	jas, des, jrs, drs, dess, gas	dras, jres, dres, dress
peeked	p	pt, pe, pk, kit	pet, pct, pek, pikt, peet	pect, peked, peekt, peeked
lamp	l	lp, la, lop, lm	lap, lape, lam, lmp	lampe, lamp
road	r, w, rt	rd, ro	rod, roed, rode, road	

WORD RECOGNITION - DECODABLE WORDS

(Morris, 1998)

Scoring: 1 point for pointing to each word correctly				
Word	Score		Word	Score
cap			mop	
net			led	
win			dig	
bug			job	
fat			mud	
Total	/10			

COMPREHENSION - I like Animals

(Farrall, 2015)

Scoring: 1 point for every question correctly answered. If using AAC, student should navigate independently to the vocabulary.		
Question	Answer	Score
Tell me one animal that the person likes (one of elephants, birds, monkeys, wallabies, lions, tigers, dingoes)		
Tell me another animal they like (a different answer from the list above)		
What food does the author like to eat? (bananas)		
Do animals like this food too? (yes)		
Can you tell me somewhere that you might find one of the animals in the book? (any correct answer will do)		
Total	/5	

COMPREHENSION - I want

(Farrall, 2015)

Scoring: 1 point for every question correctly answered. If using AAC, student should navigate independently to the vocabulary.

Question	Answer	Score
Tell me a food that the person wants (one of orange, cake, apple, pie, banana, ice cream)		
Tell me another food they want (a different answer from the list above)		
What is the last thing they want in the book? (food)		
Why do you think the person wants the food? (any logical answer)		
Can you tell me where you might buy any of this food? (any logical answer will do)		
Total	/5	
Overall Comprehension Total	/10	

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. 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.