

TRANSITIONAL LITERACY ASSESSMENT INSTRUCTION SHEETS

This assessment consists of ten assessment tasks:

1. Letter Sound Identification (from Clendon & Erickson, 2004)
2. Concept of Word with the Katie book
3. Word recognition of basal words via reading
4. Concept of Word with My Home book
5. Phonological Awareness in Rhyme Identification (Clendon, 2019)
6. Phonological Awareness in Phoneme Matching (Gillon, 2005)
7. Phoneme Awareness via spelling
8. Word recognition of decodable words via reading
9. Comprehension with I like animals and I want (Farrall 2015)
10. Writing with All Tools Continuum (Farrall 2022)

References:

- Concept of Word tasks, word recognition tasks and phoneme awareness task 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.
- The 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 (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>
- The Phonological Awareness Probes are from Gillon, G. (2005). Phonological Awareness Assessment Probes. Retrieved from <http://www.education.canterbury.ac.nz/people/gillon/PA%20Assessment%20probe%20instructions.pdf>
- The Comprehension tasks were written by Farrall (2015) Jane Farrall Consulting www.janefarrall.com
- The 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/>

Resources Needed:

- Accessible alphabet task
- Katie book
- Basal word booklet
- My home book
- Student's pencil e.g. iPad, flip chart, keyboard, pencil
- Decodable word booklet
- I like animals book and I want book
- Pictures for the phonological awareness tasks

1. LETTER SOUND IDENTIFICATION TASK

Procedure for students who use direct access (pointing) or eye gaze:

- Let the student know that they are going to do an activity with letters and sounds.
- Open the letter identification task to the first page. Say “point to xxx”, following the letter order on the student record sheet. Say the most common sound for each letter.
- Repeat in the order on the score sheet until finished.

Procedure for students using partner assisted scanning:

- Let the student know that they are going to do an activity with letters and sounds.
- Opens the letter identification task to the first page. Say “is this one xxxx” where Xxxx is the most common sound for the letter, following the letter order on the student record sheet. Point to each of the letters until they say yes. Write down the one they select and then move to the next letter.
- Repeat in the order on the score sheet until finished.

Scoring:

Student receives 1 point for each letter that they identify correctly by its most common sound.

Total possible score for this section is 26.

2. CONCEPT OF WORD WITH THE KATIE BOOK

Katie book can be downloaded from <http://tarheelreader.org/2009/02/11/katie/>

Procedure for verbal student:

- Set the student at ease with the book by asking them what they can see in the picture on the first page.
- Teacher reads the text on page 1 and points to each word as they read it
- Student reads the text on page 1 and points to each word as they read it
- Teacher points to “walking” and asks the student to read it
- Teacher points to “rain” and asks the student to read it
- Repeat this for pages 2 and 3. On page 2 the two words to ask the student to read are “she” and “big”. On page 3 the two words to ask the student to read are “dog” and “water”.

Procedure for student with complex communication needs who can finger point:

- Set the student at ease with the book by asking them what they can see in the picture on the first page. Make sure their AAC system is available.
- Teacher reads the text on page 1 and points to each word as they read it
- Teacher reads the text on page 1 and student points to each word as they read it
- Teacher asks the student to point to “walking”
- Teacher asks the student to point to “rain”
- Repeat this for pages 2 and 3. On page 2 the two words to ask the student to point to are “she” and “big”. On page 3 the two words to ask the student to point to are “dog” and “water”.

2. CONCEPT OF WORD WITH THE KATIE BOOK (CONTINUED)

Procedure for student with complex communication needs who needs alternative access e.g. partner assisted scanning

- Set the student at ease with the book by asking them what they can see in the picture on the first page. Make sure their AAC system is available.
- Teacher reads the text on page 1 and moves their finger along from left to right, nodding yes as they point to the gap between each word.
- Teacher moves their finger along the text on page 1. Teacher asks student to nod, or respond in a way that is as physically easy as possible for the student, as their finger gets to the gap between words.
- Teacher tells the student "we're looking for the word walking". Teacher points to the first word on the page asking "is this one walking" as they point to each word. Stop once the student says yes to a word and mark the record form appropriate.
- Teacher tells the student "we're looking for the word rain". Teacher points to the first word on the page asking "is this one rain" as they point to each word. Stop once the student says yes to a word and mark the record form appropriately.
- Repeat this for pages 2 and 3. On page 2 the two words to ask the student for are "she" and "big". On page 3 the two words to ask the student for are "dog" and "water".

Please note: another option for a student who is unable to point as you read, is to ask them to tell you how many words are on the page. Counting the number of words correctly also demonstrates that they have concept of word.

Scoring:

- Student receives 1 point for each page where they point correctly as either they read or as the teacher reads or where they indicate the spaces correctly.
- Student receives 1 point for each word they read or point to correctly when asked.

Total possible score for this section is 9..

3. WORD RECOGNITION OF BASAL (HIGH FREQUENCY) WORDS

Procedure for students who use direct access (pointing) or eye gaze:

- Let the student know that they are going to do an activity with words.
- Open the Basal Words booklet to the first page. Say "point to xxx", using the words on the student record sheet. There is just one target word per page.
- Continue until finished.

Procedure for students who use partner assisted scanning:

- Let the student know that they are going to do an activity with words.
- Open the Basal Words booklet to the first page. Let the student know the target word. Then point to each word one at a time and ask the student "is this word xxx?". Move around the page until they say "yes". Then move onto the next page.
- Continue until finished.

Scoring:

- Student receives 1 point for each word that they select correctly.

Total possible score for this section is 10..

4. CONCEPT OF WORD WITH THE MY HOME BOOK

My Home book can be downloaded from <http://tarheelreader.org/2009/02/11/my-home//>

Procedure for verbal student:

- Read the title to introduce the book. Then have student name the animals on pages 2 to 5. Cover the text on the last two pages and ask the student to predict what the cat and mouse will do.
- Teacher reads the text on page 2 and points to each word as they read it
- Student reads the text on page 2 and points to each word as they read it
- Teacher points to “here” and asks the student to read it
- Repeat this for page 3. On page 3, ask the student to read “is”.
- On pages 4 and 5 the student reads on their own, pointing to each word as they read.
- Teacher reads page 6.
- On page 7 the student reads on their own, pointing to each word as they read.
- Teacher reads page 8.

Procedure for student with complex communication needs who can finger point:

- Read the title to introduce the book. Then have student name the animals on pages 2 to 5. Cover the text on the last two pages and ask the student to predict what the cat and mouse will do. Make sure their AAC system is available.
- *Teacher reads the text on page 2 and points to each word as they read it*
- *Teacher reads the text on page 2 and student points to each word as they read it*
- *Teacher asks the student to point to “here”*
- *Repeat this for page 3. On page 3 ask the student to point to “is”.*
- *Teacher reads the remainder of the book, asking student to point to the words as they read on pages 4, 5 and 7.*

Procedure for student with complex communication needs who needs alternative access e.g. partner assisted scanning:

- Read the title to introduce the book. Then have student name the animals on pages 2 to 5. Cover the text on the last two pages and ask the student to predict what the cat and mouse will do. Make sure their AAC system is available.
- Teacher reads the text on page 1 and moves their finger along from left to right, nodding yes as they point to the gap between each word.
- Teacher moves their finger along the text on page 1. Teacher asks student to nod, or respond in a way that is as physically easy as possible for the student, as their finger gets to the gap between words. Repeat this for pages 3, 4, 5 and 7.
- While still on page 1, teacher tells the student “we’re looking for the word “here””.Teacher points to the first word on the page asking “is this one “here”?” as they point to each word. Stop once the student says yes to a word. On page 3, the word to check for is “is”.

Scoring:

- Student receives 1 point for each page where they point correctly as either they read or as the teacher reads or where they indicate the spaces correctly.
- Student receives 1 point for each word they read or point to correctly when asked.

Total possible score for this section is 7..

5. PHONOLOGICAL AWARENESS TASKS

TASK 1: RHYME IDENTIFICATION

Procedure for student who can finger point:

- To introduce the task, talk about rhyming words. Let them know that you are going to play a game with rhyming words, like cat and hat. Boat and goat are also rhyming words. If possible, make a rhyme with their name, and let them know that rhyming words sound a bit the same.
- The first two items in this task are practice items - you can use these to make sure that the student understands the task - and give them some feedback about how they are going.
- Get out the first set of cards and then say "fish. Which word rhymes with fish - ball, dish or log?" If the student makes an incorrect response say "fish and dish sound alike. They rhyme". Pick up or point to the picture of dish to show them what they should do. Make sure the student listens to all three words before selecting a picture card. Please note, the target word for each item, in this case "fish" doesn't have a picture card.
- Move onto the second practice item, putting out the new set of cards. Now say "hat. I want you to listen. Which word rhymes with hat - bat, pig or fork?" If student gets it incorrect, ask them again. If they still get it incorrect, move onto the first testing item.
- For the 10 testing items, name the target word first. Then ask them "which word rhymes with..." and name the three pictures. Say the words clearly and leave a brief pause between each word. Reinforce the student at the end of the task but do not give them any corrective feedback when doing the testing items.
- One repetition may be given if needed. When repeating an item say the target and the three words with picture cards again, and ask again which one rhymes or sounds the same. Only give a repetition if the student is slow to respond or looks confused and is not sure what to do.

Procedure for student with complex communication needs who needs alternative access e.g. partner assisted scanning:

- To introduce the task, talk about rhyming words. Let them know that you are going to play a game with rhyming words, like cat and hat. Boat and goat are also rhyming words. If possible, make a rhyme with their name, and let them know that rhyming words sound a bit the same.
- The first two items in this task are practice items - you can use these to make sure that the student understands the task - and give them some feedback about how they are going.
- Get out the first set of cards and then say "fish. Which word rhymes with fish - ball, dish or log?" Repeat the words, pointing to each one and waiting for a yes/no response. If the student makes an incorrect response say "fish and dish sound alike. They rhyme". Pick up or point to the picture of dish to show them what they should have selected. Please note, the target word for each item, in this case "fish" doesn't have a picture card.

5. PHONOLOGICAL AWARENESS TASKS

TASK 1: RHYME IDENTIFICATION (CONTINUED)

- Move onto the second practice item, putting out the new set of cards. Now say "hat. I want you to listen. Which word rhymes with hat - bat, pig or fork?". Once again, repeat slowly asking for a yes/no response to each card. If student gets it incorrect, ask them again. If they still get it incorrect, move onto the first testing item.
- For the 10 testing items, name the target word first. Then ask them "which word rhymes with..." and name the three pictures. Say the words clearly and leave a brief pause between each word. Repeat this, waiting for a yes/no response to each item. Reinforce the student at the end of the task but do not give them any corrective feedback when doing the testing items.
- One repetition may be given if needed. When repeating an item say the target and the three words with picture cards again, and ask again which one rhymes or sounds the same. Only give a repetition if the student is slow to respond or looks confused and is not sure what to do.

Scoring:

- Student receives 1 point for each item where they select the rhyming word correctly.

Total possible score for this section is 10..

5. PHONOLOGICAL AWARENESS TASKS

TASK 2: PHONEME MATCHING

Procedure for student who can finger point:

- To introduce the task, talk about words that start with the same first sound. Use their name and talk about a word that has the same first sound.
- The first two items in this task are practice items - you can use these to make sure that the student understands the task - and give them some feedback about how they are going.
- Get out the first set of cards and then say "This is hippo. Hippo starts with /h/ (say the sound, not the letter name). Hippo likes pictures that start with his sound /h/. Let's see what pictures he will like. What starts with /h/ - bun, hen or peg?" If the student makes an incorrect response say "Hen starts with /h/ so we will give hippo the hen."
- Move onto the second practice item, putting out the new set of cards. Now say "What starts with /h/ - hand, goat or bow?" If student gets it incorrect, ask them again. If they still get it incorrect, move onto the first testing item.
- For the 10 testing items, name the animal on the large card first. Let them know that each animal likes pictures of words that start with the same first sound as their own e.g. mouse likes pictures that start with /m/. Then name the three pictures. Say the words clearly and leave a brief pause between each word. Reinforce the student at the end of the task but do not give them any corrective feedback when doing the testing items.

5. PHONOLOGICAL AWARENESS TASKS

TASK 2: PHONEME MATCHING (CONTINUED)

- One repetition may be given if needed. When repeating an item say the target and the three words with picture cards again, and ask again which one rhymes or sounds the same. Only give a repetition if the student is slow to respond or looks confused and is not sure what to do.

Scoring:

- Student receives 1 point for each item where they select the rhyming word correctly.

Total possible score for this section is 10..

6. PHONEME AWARENESS VIA SPELLING

- Student needs a writing tool they use regularly and which requires minimal physical effort from them eg. iPad, QWERTY keyboard, pencil.
- If using an electronic writing tool, please make sure all word prediction and spelling support or feedback is turned off.

Procedure for all students:

- To introduce the task, let them know that they are going to write down all the sounds they hear in words. Teacher can then can spell a couple of words as a model. Use mat and lip as example words – tell the student you are writing the letters you can hear first, second and third, and write the words down.
- Now dictate the word list from the student record form.
- If the student doesn't get the initial consonant on the first two words, you can stop this section.

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.

Total possible score for this section is 42.

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

6. PHONEME AWARENESS VIA SPELLING (CONTINUED)

Word	1 point	2 points	3 points	4 points
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	

7. WORD RECOGNITION OF DECODABLE WORDS

Procedure for students who use direct access (pointing) or eye gaze:

- *Let the student know that they are going to do an activity with words.*
- *Open the Decodable Words booklet to the first page. Say “point to xxx”, using the words on the student record sheet. There is just one target word per page.*
- *Continue until finished.*

7. WORD RECOGNITION OF DECODABLE WORDS (CONTINUED)

Procedure for students who use partner assisted scanning:

- Let the student know that they are going to do an activity with words.
- Open the Decodable Words booklet to the first page. Let the student know the target word. Then point to each word one at a time and ask the student "is this word xxx?". Move around the page until they say "yes". Then move onto the next page.
- Continue until finished.

Scoring:

- Student receives 1 point for each word that they select correctly.

Total possible score for this section is 10..

8. COMPREHENSION OF TEXT AND PICTURES

- "I like Animals" book can be downloaded from <http://tarheelreader.org/2015/08/30/i-like-animals-6/>
- "I want" book can be downloaded from <http://tarheelreader.org/2016/09/26/i-want-6/>

Procedure for verbal student:

- Explain to the student that they are going to read the book and then you will ask some questions at the end. Have a look at the front cover and talk about the picture.
- Ask the student to read the book. They can choose to read it out loud or silently. Most verbal students will choose to read aloud at this level. If needed, you can read each page first, and then the student can read it next. Some students may not need this, and other students may only need it for a couple of pages.
- At this stage most students are using both text and pictures to get meaning so the student can use the pictures to help them read as needed.
- Put the book aside before asking the questions – the student cannot refer back to the book. Some questions are taken directly from the text, some of the questions require world knowledge to answer.

Procedure for student with complex communication needs:

- Explain to the student that they are going to read the book and then you will ask some questions at the end. Have a look at the front cover and talk about the picture. Make sure that they have their AAC system with them.
- Ask the student to read the book. Remind them to use their inner voice if needed. If needed, you can read each page first, and then the student can read it next. Some students may not need this, and other students may only need it for a couple of pages. Make sure you read along silently with the student to check that they are taking an appropriate amount of time on each page.
- At this stage most students are using both text and pictures to get meaning so the student can use the pictures for support as needed.
- Put the book aside before asking the questions – the student cannot refer back to the book.

Scoring:

- Student receives 1 point for each question that they answer correctly.

Total possible score for this section is 10..

9. WRITING

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

Attach writing samples to this page.