

TEACHER'S GUIDE TO LITERACY ASSESSMENT INSTRUMENTS



This document was developed as one of the major products of the DfID-funded project: 'Research into Assessment of Numeracy and Literacy achievements in Disadvantaged Primary School Populations in sub-Saharan Africa'. The literacy assessment work was conducted under the direction of Terry Russell (University of Liverpool, U.K) with the collaboration of Edward Kwame Asante (The University of Education, Winneba, Ghana) Hartford S Mchazime and Max Iphani (Malawi Institute of Education) and William Kapambwe (Ministry of Education, Zambia). Further information may be found at <http://www.cripsat.org.uk>.

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Description of Literacy Assessment Instruments

This Teachers' Guide was developed in the course of a project funded by the U.K. Department for International Development. Collaborating researchers and practising teachers in Ghana, Malawi and Zambia contributed to developments. The various tasks described in this guide are designed to support the use of **formative assessment**. That is, the tasks are designed to be used in order to establish each child's current achievements in reading, to identify strengths and weaknesses, and to inform teachers about the needs of each child for further targeted teaching. The tasks can be used to support the practice of continuous assessment – checking on the progress of individuals, small groups or the whole class, as and when it is useful to gain information to inform teaching.

The international team of researchers compared the demands of the participating countries' curricula so as to identify some common steps in progression. The **Reading Progression** and **Writing Progression** are the result (see following pages). These overviews of progress provide a checklist of the skills possessed by individual children, or whole classes. The individual tasks that follow can be used to gather information about children's achievements against those sequences of progression.

Not least, this guide provides the means for measuring young children's early achievements as baseline information about children's achievements and needs so that their progress following various intervention programmes may also be established.

This Guide also describes each of the Literacy Assessments, its administration and scoring procedures.

Reading Progression - Ghana/Malawi/Zambia - combined sequence
1. Recognise some environmental print.
2. Sort objects by colour, shape, size, length - visual and auditory discrimination
3. Understand orientation of books and print.
4. Enjoy pretending to read.
5. Name and order the letters of the alphabet
6. Match pictures with words
7. Identify initial letter sounds and associated objects
8. Recognise own written name.
9. Match high frequency identical written words.
10. Read (200) rehearsed words by sight
11. Read simple sentences & answer questions based on them.
12. Read short stories with understanding.
13. Some silent reading begins.
14. Choose books for reading without teacher's help.
15. Sound out words following simple phonic rules.
16. Recognise and read (350) rehearsed words by sight
17. Read rhymes & poems with dramatic actions.
18. Read sentences, short passages and stories & answer comprehension questions.
19. Reading normally silent
20. Read info. set in a variety of ways: shopping list, speech bubbles, charts, etc.
21. Use reading to gather information & learn.
22. Read aloud a variety of simple texts, with correct pronunciation and intonation.
23. Use alphabet for ordering and classifying words.
24. Read variety of texts & answer questions on them.
25. Read confidently & fluently.
26. Sound out words following phonic rules including consonant blends & digraphs.
27. Skim & scan passages to answer comprehension questions.
28. Infer meanings of unfamiliar words from context.
29. Recognise & read 600 sight words.
30. Read words using phonic rules: doubled consonants, consonant blends, long e; etc.
31. Understand how text is linked by correctly identifying the way that pronouns and other devices function cohesively. (Understands internal referents in text.)
32. Read contractions which have been learned orally: 'I'll', 'we'll', etc.
33. Read texts critically, making inferences.
34. Read variety of texts for different purposes: narrative, instruction, etc.
35. Use the dictionary.
36. Sight vocabulary of 900 specified words.
37. Read paragraphs to identify the 'topic sentence' carrying the main idea.
38. Read passage and suggest title.
39. Read extensively and selectively for pleasure.
40. Reflect on meaning & points of view in text.

Writing Progression - Ghana/Malawi/Zambia - combined sequence.
1. Interest in environmental print.
2. Enjoys playing at writing.
3. Make given patterns, trace and draw various objects
4. Make distinction between print and pictures.
5. Knows about direction & orientation of print
6. Copy given letters and words in lower case/upper case
7. Copy shapes, letters numerals & simple words neatly & legibly.
8. Match upper and lower case letters
9. Copy names of objects.
10. Writes own name.
11. Draw simple objects and label them.
12. Attempts own spellings in writing words
13. Copying words & sentences.
14. Label pictures with short simple sentences.
15. Write simple sentences about themselves
16. Full-stops & capital letters.
17. Write short simple sentences about pictures, etc.
18. Take dictation of words.
19. Fill letter gaps in familiar words.
20. Use question marks.
21. Check & correct written work.
22. Take dictation of simple sentences.
23. Copying & completion of sentences by supplying missing words.
24. Controlled writing using 'true for themselves'.
25. Punctuation including the comma in listing items.
26. Begins to show awareness of page format.
27. Simple sentences to describe people, places, objects, animals, etc.
28. Controlled writing.
29. Use exclamation marks.
30. Dictation - simple paragraphs
31. Takes dictation, longer sentences & para.s including regular & irregular words.
32. Punctuation including apostrophe.
33. Guided composition & other forms of writing.
34. Free writing of simple stories having title, beginning, middle & end.
35. Presents written ideas sequentially and logically.
36. Write brief communication e.g. a note to borrow an object from a friend.
37. Layout: margins, para.s, underline headings, numbering points & date.
38. Use variety of writing styles, including personal, diary, letters & notes.
39. Variety of expressive & functional forms of writing.
40. Writes considering readers' needs.
41. Extended writing

Narrative Reading Assessment: 'A day in the village'

Reading is an act of communication between people – the reader and the author of the text. When reading, children pick up cues about words from the narrative context – the story that is being told – as well as from the pictures around the words and the text itself. Reading from a passage such as, 'A day in the village' is an example of the everyday purpose of reading – that is, for the reader to take the meaning from the text by decoding words and abstracting the meaning from the sentences the words build.

The story of the boy and girl visiting their aunt and cousin is one that all children should be able to identify with. It is also generously illustrated in picture-strip format – something children may enjoy as they associate it with their experiences of comics and cartoon strips in newspapers. This format may help children to feel relaxed about the potentially challenging task of reading.

Children's performance on, 'A day in the village' offers several different kinds of information – both qualitative and quantitative - to the teacher:

- how many words the child reads correctly
- the reading strategy used by the child
- the child's comprehension of what has been read
- narrative reading fluency

Writing Tasks

After some time teaching a class their teacher will have accumulated much information from the children's notes and exercise books about the writing capabilities of each individual. When the teacher has a new group to teach, or wants to check the progress of all individuals at a certain point in the school year, or when a new pupil joins the school, the writing task will produce useful information. The task uses as stimulus material an illustration of a traditional village scene; it can be presented at increasing levels of challenge through the following steps:

- write name
- write some letters
- write names of things in picture
- write a sentence to describe something happening in the picture
- write a short story based on the picture

The writing task also offers the opportunity to collect a small sample of work from each child. This provides evidence of:

- writing skills
- punctuation
- spelling

Letter Recognition

Children must learn that marks made on paper stand for other things in the world. The ink marks are symbols. For example, '2' stands for two things in the world.

Letters have *names* (as pronounced in the spoken alphabet) and they all stand for *sounds*. We usually use the names of letters when we need to spell out a word. The sounds the letters are used to represent are different from their names – a fact that often confuses children.

Written symbols include more than letters and numbers – there are also geometrical shapes such as triangle, square and circle. A circle stands for a shape, a number (zero) and a letter. Additionally, each letter has two forms – an upper and a lower case: A and a; B and b, etc. Sometimes, the upper and lower case of the same letter have very different appearances. There is much for children to learn and we should not be surprised if they sometimes become confused!

One typical confusion amongst young children all over the world is referred to as 'letter reversal'. This is observed in very young children when they confuse the letters 'b' and 'd', or the letters 'p' and 'q', or when other letters are written upside down-or back-to-front. To a large extent, reversals are associated with neurological immaturity – but teaching can help.

Initial Sound Recognition

Language is firstly a spoken form of communication. Not all spoken languages have a written form. Children everywhere first learn language skills by listening – they understand and speak their language long before they learn to read or write it. When we read and write, we are using marks on paper to reproduce spoken words in another form. This may be by using pencil or ink marks on paper or chalk on a board – but we cannot do this until we have learned the marks – letters, words and sentences – that stand for spoken sounds. The way children begin this long journey of understanding is by becoming familiar with a few words – usually starting with their own name. These few words make it known that marks on paper can be translated into sounds made by the tongue. This group of words learned by writing is known as a 'sight vocabulary' because they are recognised as visual cues to spoken words – with no understanding of the part played by the individual letters which make up the words. In the initial sound recognition task, children must listen to each spoken word and decide the letter sound that starts the word.

End Sound Rhymes

Children need to be able to hear the component sounds – the phonemes – in spoken language. They also need to be able to link phonemes to the letters of the alphabet that 'stand for' them. In this test, children have to match words having the same end sounds. The teacher reads the words, so there is an auditory cue for children, as well as the cue of the words written on the sheet.

Word-Picture Match

Many children may pick up a sight vocabulary from their home and surrounding environment, as the result of associating text with familiar contexts. Contexts may include labels on food, shop signs, newspapers and magazines, road signs, and so on. When reading, supporting cues may be gained as to the identity of words by the images with which they are associated. This word-picture match test allows children to demonstrate the extent of their reading vocabulary when given the support of pictorial representations of the words to be read.

Word Recognition

A word recognition test can give a very rough guide to a child's standard of reading. This test might be used with children who have difficulty with the Narrative Reading Test. The Word Recognition Test was constructed by reference to word frequency in written English. Consequently, it was possible to select short words having simple phonemes. In addition, the words are those most likely to have been encountered in print by children. Those children who attempt to recognise whole words by reference to a sight vocabulary will be likely to encounter words with which they are familiar.

The tests in this guide are intended for diagnostic and formative use, and that is also the case for the Word Recognition Test. As well as giving an indication of how many words a child can read, the test offers an opportunity to see each child's approach to decoding print. The record form allows teachers to establish how children are attempting to read, whether by means of overall shape-of-word strategies or by decomposing words according to the phonemes present.

Administration of Narrative Reading Assessment: 'A Day in the Village'

Note that there are three versions of the Narrative Reading Assessment pupil's sheet and Narrative Reading Record. The first two are in English, with names in the first version appropriate to Ghana, and in the second version, appropriate to Malawi and Zambia. Of course, other local names may be substituted according to needs. The third version is in Chichewa. This third version is a straight translation and so differences in phoneme structure as compared to the English version will certainly have an impact on difficulty levels. However, the Chichewa test can be used in exactly the same manner for diagnostic purposes as the English version.

This is a one-to-one assessment for the teacher to carry out with a single pupil at a time.

Make sure the child is relaxed and say,

"I would like to see if you can read some of this story to me. It is called, 'A Day in the Village'".

Point to the first word of the sentence in the first frame and say, "You can begin here".

If the child struggles and fails to read a word, help him or her by saying the word or the first sentence.

If the child is unsure where the next sentence to read in the picture strip begins, point him or her to the right place.

If the child comes to a complete halt, thank her or him for making a good effort and discontinue the reading assessment. If they are struggling with harder words, stop the assessment at the sixth frame, at the end of the sentence, *'others have a rash and itch a lot'*.

Confident readers can be asked to continue to the end of the story.

Scoring Performance in the Narrative Reading Assessment

Use the **Reading Record** to mark each word that the child has failed to read. Try to do this discreetly so that any negative marking is not too obvious, as this might undermine the child's confidence.

As children read through the story, make a record of the kinds of errors made. These will tell you something about the reading strategies children use and might help you decide what help children need if they are to make progress in their reading. (Notice that some words have been underlined on the Reading Record. This is because they have occurred earlier in the narrative, but are only marked once in the scoring process. Do not mark the underlined words.

Use these symbols to record the child's Qualitative Performance **on the words that have NOT been underlined** on the Reading Record:

- [1] a one above each word read correctly.
- [-] a horizontal line through any words that are read incorrectly or not attempted.
- [/] a line diagonally through any word for which the child offers a meaningful substitution, for instance, 'sickness' may be read as 'ill'. Errors of this kind will tell you whether children are using the context of the story to guide their reading. (You could write the substituted word at the top of your diagonal line.)
- [_] Put a line under parts of the words sounded out correctly. This will tell you whether children are using phonics (putting sounds together, or 'segmenting' a word into the sounds of which it is made) to help them read.

The performance of the more confident readers – those who go on to read the last three frames of the story page - can be recorded by checking whether they read the ten more difficult words identified on the Reading Record. Watch out for these as they read and as previously, discreetly mark their Qualitative Performance.

Put the total number of words correctly read in the box at the end of each line. Add the sub-totals for the overall score.

Summarise the Qualitative Performance by counting the number of symbols in each of the four categories. All words not attempted should count towards the [-] group.

Comprehension of the Narrative

When the reading test has been completed (or a child has come to a complete halt so the test must be discontinued) remove the story and cover it or turn it over. This is so that the child answers the next question from memory and understanding, rather than by reading again from the text.

Ask:

“Can you tell me what this story is about?”

Write down the child's response word for word in the space for the Comprehension Response on the **Reading Record**. (Ask them to pause or repeat if you need time to make your written record.)

Decide which of the following Level criteria best describes the quality of each child's response. Children may be invited to offer additional evidence of their comprehension in their first language (as spoken at home). (Indicate the language in which their comprehension response was judged.)

Questions to encourage shy children to respond should only be of the open kind:

“Can you tell me any more?”

Do **NOT** ask any closed questions such as, 'What were the children's names?'

Comprehension Criteria

Use the following criteria to decide which one best fits the child's level of comprehension. Tick one box on the Reading Record.

Level 1 (English or Vernacular), shows full understanding of the story

Children showing full understanding should be able to describe the main features of the story in the correct sequence. The main points covered should include ALL of these:

- two children visit their aunt
- their cousin is a nurse
- there is sickness in the village
- the illness is bilharzia OR the sickness is caused by drinking water.

Level 2 (English or Vernacular), shows partial understanding of the story

These children may show some understanding of the story. They may for instance include more than one detail such as:

- show that they know two children were described in the story;
- show some awareness that the people in the village were sick;
- know that the cousin was a nurse
- make errors e.g. suggesting the illness in the village was malaria rather than bilharzia.

Level 3 (English or Vernacular), shows little understanding of the story

These children may show mostly errors and confusions in retelling the story but should be able to retail at least ONE detail.

Level 4 (English or Vernacular), shows no understanding of the story

Children in this group will not be able to describe any part of the story.

- they may offer no response at all;
- descriptions will include errors and confusions.

Narrative Reading Fluency

Decide which of the following best describes the quality of each child's reading fluency.

Level 1: Able to read fluently throughout

- reading well-paced
- no hesitation
- uses expression and intonation to match story

Level 2: Able to read most of narrative fluently

- reading mostly well-paced
- some hesitations when reaching unfamiliar words
- little or no expression of meaning

Level 3: Can read slowly with some hesitations

- will tend to read the whole or most of the story slowly
- reading might proceed very slowly, word-by-word
- mainly hesitations and errors when reading unfamiliar words or difficult words
- no expression or intonation

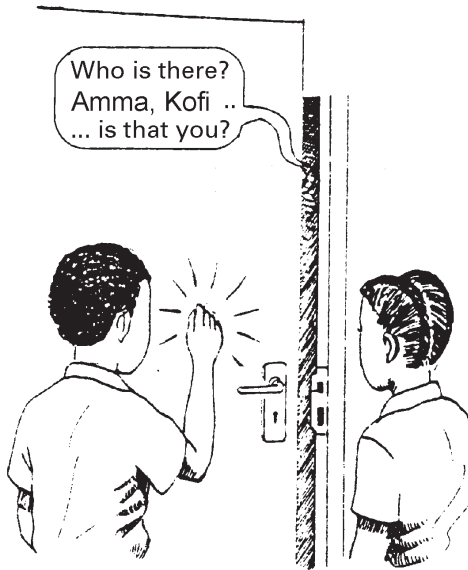
Level 4: Reads only individual words

- reads extremely slowly
- reads only a few words or no words successfully
- reading mostly hesitations and errors

Level 5: Remains silent or makes no attempt to read any word.

A Day in the Village (Ghana)

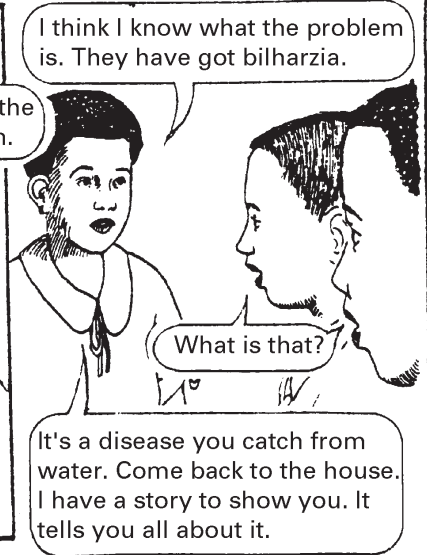
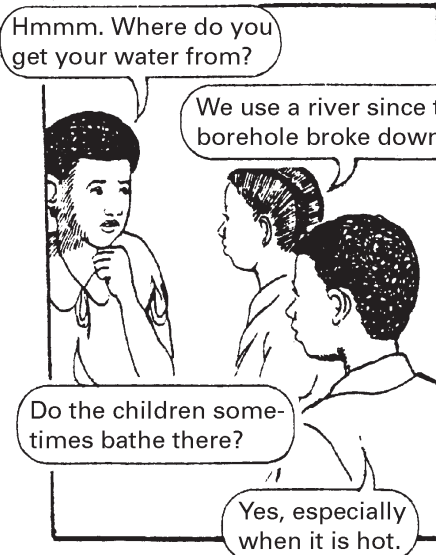
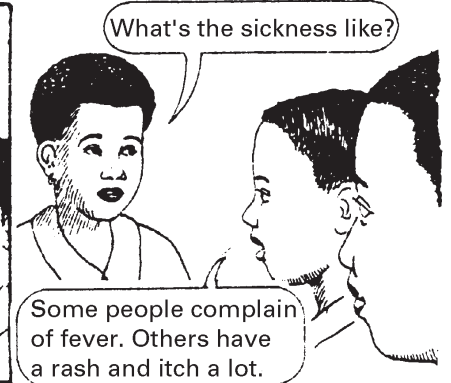
In the village many children are feeling unwell. At school they are too tired to play or do their work. During the school holidays Amma and Kofi travel away to stay with their aunt. They talk to their cousin who is a nurse.



Later they talk with their cousin.



A lot of the children are feeling unwell.



Narrative Reading Record – A Day in the Village (Ghana)

Name	Boy <input type="checkbox"/>	D.O.B d..... m..... y.....	Class	Age in months
School	Girl <input type="checkbox"/>	Std/Grade	Teacher .....	.....

A Day in the Village

In the village many children are feeling unwell. At school they are too tired to play or do their work. During the school holidays Amma and Kofi travel away to stay with their aunt. They talk to their cousin who is a nurse.

Who is there? Amma, Kofi is that you?

Later they talk with their cousin.

So what's been happening in your village? How is everybody?

A lot of the children are feeling unwell.

Really. Why is that?

We don't know. They are sick.

What's the sickness like?

Some people complain of fever. Others have a rash and itch a lot.

borehole	sometimes	bathe	especially	problem	18
disease	afternoon	understand	bilharzia	friends	12
					5
					3
					1
					8
					2
					3
					4
					3
					9
					10

Total

Reading Fluency Level

Can you tell me what this story is about?

Comprehension Level



correct



not attempted
incorrect



substitution

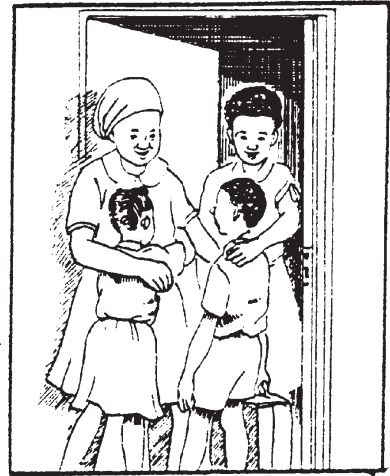
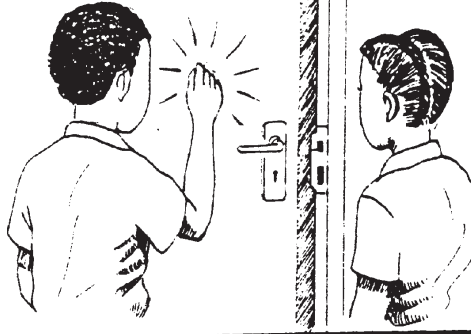


part word
sounded correctly

A Day in the Village (Zambia / Malawi)

In the village many children are feeling unwell. At school they are too tired to play or do their work. During the school holidays Tsitsi and Tendai travel away to stay with their aunt. They talk to their cousin who is a nurse.

Who is there?
Tsitsi, Tendai ..
... is that you?



Later they talk with their cousin.



So what's been happening in your village? How is everybody?

A lot of the children are feeling unwell.



Really. Why is that?

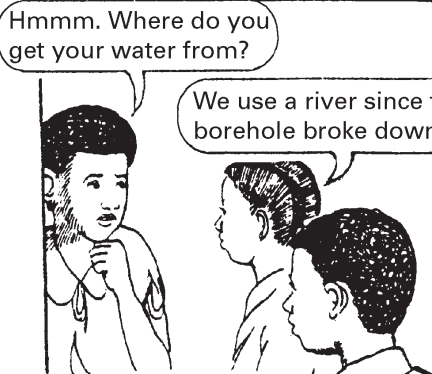
We don't know. They are sick.



What's the sickness like?

Some people complain of fever. Others have a rash and itch a lot.

Later that afternoon ...

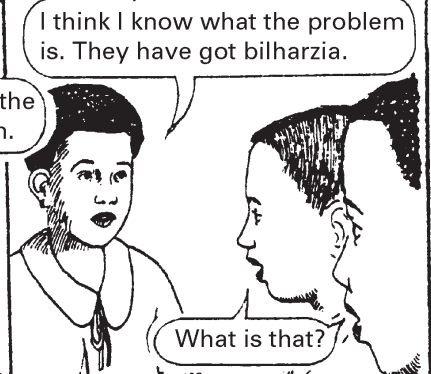


Hmmm. Where do you get your water from?

We use a river since the borehole broke down.

Do the children sometimes bathe there?

Yes, especially when it is hot.



I think I know what the problem is. They have got bilharzia.

What is that?

It's a disease you catch from water. Come back to the house. I have a story to show you. It tells you all about it.



Now I understand. When we go back to school, we must tell all our friends about this.

Narrative Reading Record – A Day in the Village (Zambia / Malawi)

Name	Boy <input type="checkbox"/>	D.O.B d..... m..... y.....	Class	Age in months
School	Girl <input type="checkbox"/>	Std/Grade	Teacher .....	.....

A Day in the Village

In the village many children are feeling unwell. At school they are too tired to play or do their work.

During the school holidays Tsitsi and Tendai travel away to stay with their aunt. They talk to their cousin who is a nurse.

Who is there? Tsitsi, Tendai is that you?

Later they talk with their cousin.

So what's been happening in your village? How is everybody?

A lot of the children are feeling unwell.

Really. Why is that?

We don't know. They are sick.

What's the sickness like?

Some people complain of fever. Others have a rash and itch a lot.

borehole	sometimes	bathe	especially	problem	19
disease	afternoon	understand	bilharzia	friends	11
					5
					3
					1
					8
					2
					3
					4
					3
					9
					10

Total

Reading Fluency Level

Can you tell me what this story is about?

Comprehension Level



correct



not attempted
incorrect



substitution

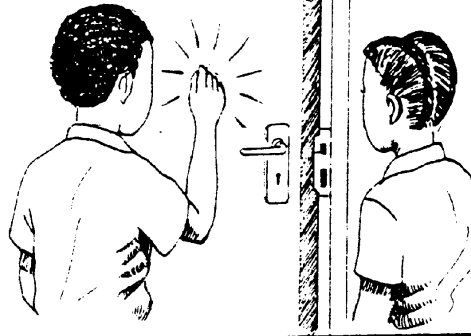


part word
sounded correctly

Umo Limakhalira Tsiku Ku Mudzi (Malawi / Chichewa)

Ku mudzi ana ambiri sapeza bwino m'thupi. Ku sukulu amakhala otopa kwambiri kuti a sewere kapena kugwira ntchito yao. Nthawi ya tchuti Tsitsi and Tendai amapita kukakhala ndi a Zakhali awo. Kumeneko amacheza ndi musuweni wao yemwe ali namwino.

Kodi ndindani?
Ndiwe Tsitsi kapena Tendai?



Keneka akambirana ndi musuweni wao uja.



Sopano tatiuzeni zimene zakhala zikuchitika kumudzi. Anthu onse ali bwanji?

Ana ambili sakupeza bwino.



Zoona? Chifukwa chiyani?

Sitikuziwa koma akudwala.



Matenda ake otani?

Ena akumva malungo. Ena akutuluka ziwengo zoyabwa kwambiri.



Hmmm. Madzi mumatunga kuti?

Timakatunga ku nsinje popeza mujigo unawonongeka.

Kodi anao thawi zina amakasamba kumeneko?

Inde, makamaka nthawi yotentha.



Ndikhulupilira ndaliziwa vuto lake. Anao ali ndi Kamwazi.

Ndekuti chiyani?

Ndimatenda umatengela kuzera m,madzi. Bwerani tilowe munyumba. Ndili ndi nkhani yoti ndkuuzeni. Imalongosola zonse za matendawa.



Masana akeo

Topano ndamvetsetsa. Tikabwerera ku sukulu tokauza azathu za nkhaniyi

Narrative Reading Record – A Day in the Village (Malawi / Chichewa)

Name	Boy <input type="checkbox"/>	D.O.B d..... m..... y.....	Class	Age in months
School	Girl <input type="checkbox"/>	Std/Grade	Teacher .....	.....

Umo limakhalira tsiku ku mudzi

Ku mudzi ana ambiri sapeza bwino m'thupi. Ku sukulu amakhala otopa kwambiri kuti a sewere kapena kugwira ntchito yao. Nthawi ya tchuti Tsitsi and Tendai amapita kukakhala ndi a Zakhali awo. Kumeneko amacheza ndi msuweni wao yemwe ali namwino.

Kodi ndindani? Ndiwe Tsitsi kapena Tendai?

Keneka akambirana ndi musuweni wao uja.

Topano tatiuzeni zimene zakhala zikuchitika ku mudzi. Anthu onse ali bwanji?

Ana ambili sakupeza bwino.

Zoona? Chifukwa chiyani?

Sitikudziwa koma akudwala.

Matenda ake otani?

Ena akumva malungo. Ena akutuluka ziwengo zoyabwa kwambiri

tchuti	namwino	msuweni	zakhala	matenda	14
ziwengo	zoyabwa	kamwazi			12
					9
					3
					3
					8
					4
					3
					3
					3
					6
					8
Total					
Reading Fluency Level					

Can you tell me what this story is about?

Comprehension Level



correct



not attempted
incorrect



substitution



part word
sounded correctly

Administration of the Writing Tasks

The Writing tasks span several years of children's development of writing skills, so the teacher must decide the appropriate level at which to pitch the assessment. The six demands listed are in a sequence of increasing difficulty:

1. Write your name on the paper. (Ask if you need help).
2. Write some letters you know.
3. Write any words you know.
4. Look at the picture. Write the names of some things you can see in the picture.
5. Write a sentence to describe something that is happening in the picture.
6. Write a short story about this picture.

It is not assumed that all should be offered to children. Instead, the teacher must be sensitive to each child's level of performance. For pupils who are relatively new to writing, most will be familiar with the demand of writing their own name, so this is a suitable starting point. For those who have problems with writing their name, the Writing Task should be discontinued. Instead, children could be invited to respond to the second and third demands, i.e. to write some letters (demand 2) or some words (demand 3).

The demands 4, 5 and 6 form a progression. Any child who is known to be capable of writing an entire short story should be invited to begin the Writing Task at that point.

Before asking children to begin writing a story, it will be helpful to discuss the illustration. The teacher can invite direct observations and reports of what children see happening in the picture. Next, children can be invited to interpret *why* they think some things are happening, and what might happen next – in the future.

To avoid any confusion about the fact that the artist has drawn the house with one part of the wall transparent, children can be asked to comment on the fact that what is happening inside the house can be seen. Make sure they understand that it has been drawn that way just to let us see what is happening inside.

The second picture, showing children collecting fruits, can be used in a similar way to the first one, or to check on progress by comparing results after some time.

*Artwork reproduced with the kind permission of ACTION Magazine
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Scoring the Writing Task

Three sets of criteria are used to locate pupils on different aspects of the Writing Task.

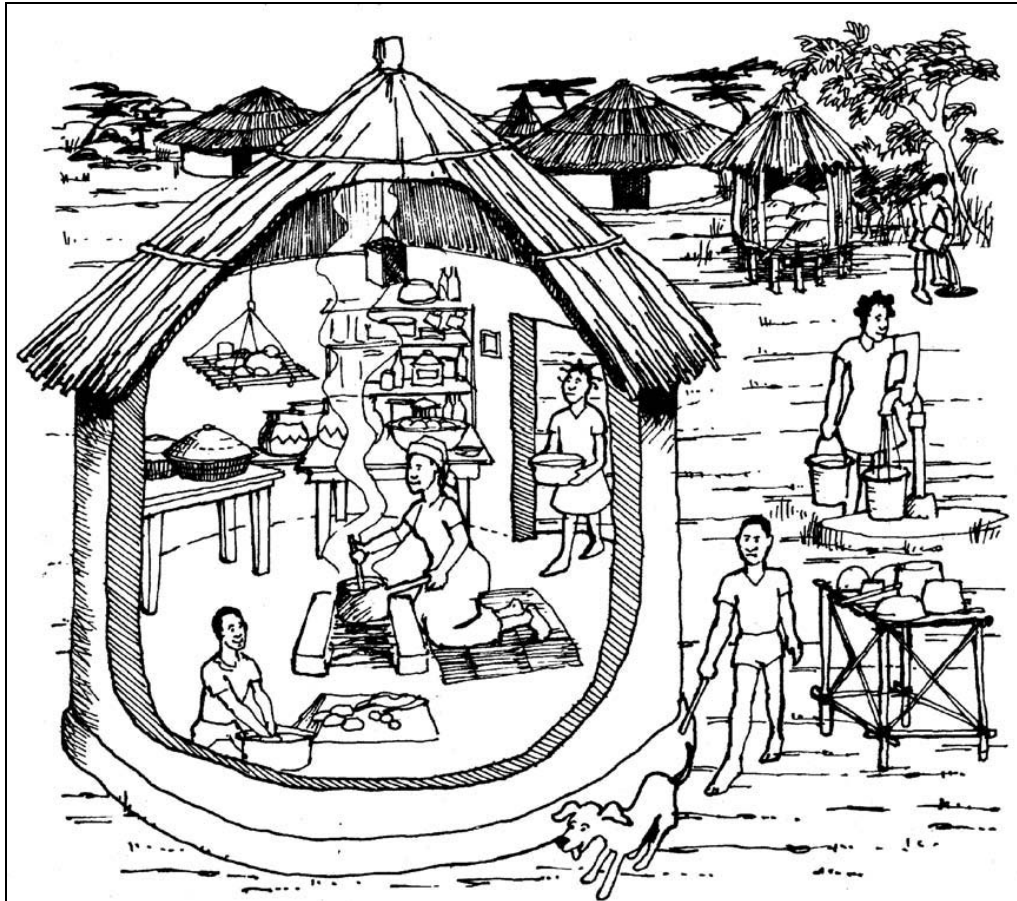
Writing Skills consists of seven ordered criteria. The teacher must decide at which point on the scale to locate each child's sample of work. Within a school, different teachers can compare pieces of work in a moderation exercise, so as to have a common framework of what to expect at each level.

Punctuation skills are described in terms of five broad steps of gradually increasing skill levels.

Spelling is described by four steps, very broad in nature. No doubt teachers will use spelling tests for particular spelling rules. Within the Writing Task, the Spelling criteria are only intended to produce a broad, baseline estimate of the skills levels of children in a class.

Writing Task (Village Scene)

School name		Standard	
Pupil name		Class	
Teacher's Name		Gender	
Age of pupil		D.O.B	



Write your name. (Ask if you need help).

.....

Write some letters you know.

.....

Write the names of some things you can see in the picture.

.....

Write a sentence to describe something that is happening in the picture.

.....

Write a short story about this picture. (Carry on over the page.)

.....

Writing Task (Fruit Garden)



Write a short story about this picture.

.....

.....

.....

.....

.....

.....

.....

.....

Writing Record Administration Sheet

Name	Boy <input type="checkbox"/>	D.O.B d..... m..... y.....	Class	Age in months
School	Girl <input type="checkbox"/>	Std/Grade	Teacher .....	.....

Writing Skills

✓

Uses some letters amongst scribbles	
Distinguishes between letters	
Included spaces between groups of letters	
Writes recognisable words	
Writes simple sentences	
Write sentences which link together	
Arrange sentences into paragraphs	

Punctuation

✓

No punctuation	
Random full stops and capital letters and questions marks	
Full stops to demonstrate end of sentence	
Capital letters full stops added accurately	
Punctuation included within a sentence	

Spelling

✓

Random letter strings	
Represents most words with a few correct letters	
Writes and spells most familiar words	
Spells words correctly	

Administration of Letter Recognition Task

This assessment can be presented as a class activity, but children should complete the task individually. They should not be given any help in identifying the letters and they should not be given the opportunity to copy from others in the class.

Ask children to

“Look at all the marks on the paper.”

Tell the children

“Some of the marks are letters and some are not”.

Ask them to

“Find the letters and draw a ring around them”.

(Make a circle in the air to show children what you mean by a ring.)

Give the children as long as they reasonably need to identify each of the letters and when they have finished, collect the papers.

Recording Responses to the Letter Recognition Task

The Letter Recognition Task requires children to distinguish the letters from amongst the following symbols on the page:

Letters	7
(Other) Symbols	10
Numerals	13
Reversed letters	6

Add up the total number of each kind of symbol which has been ringed by the child and record that number in the correct box at the bottom of the page. Each symbol type is identified by the letters at the bottom of the page, in case of doubt – the columns of letters are arranged in the same order as the symbols on the page above. For example, the fourth row, third column is labelled 'S' for (Other) Symbol.

Summarise the child's performance by comparing the responses with these criteria. Put a tick in the box that describes the child's level.

Level 1

Recognises all letters, no other symbols ringed

- identifies all 7 letters by ringing them;
- nothing else ringed.

Level 2

Recognises some letters, no other symbols ringed

- identifies less than 7 of the letters
- nothing else ringed.

Level 3

Recognises some letters with some reversals included

- identifies some letters
- some reversals are ringed
- no numerals or other symbols ringed

Level 4

- identifies some letters
- some reversals ringed as well as some other symbols and/or numerals ringed.

Level 5

- No letters ringed.

Letter Recognition Task

Name.....	Boy <input type="checkbox"/>	D.O.B d.....m.....y.....	Class.....	Age in Months
School.....	Girl <input type="checkbox"/>	Std/Grade.....	Teacher.....	.....

Put a ring around the letters.

8	△	2	m	5	⊗
%	E	o	□	☺	^
o	q	D	#	3	?
e	b	←	n	6	a
t	z	a	e	p	§
r	4	s	✓	k	⊖

N
S
R
R
L
L
R

S
L
L
L
R
N

N
R
R
S
R
L

L
S
S
R
R
S

N
S
N
R
R

S
R
R
L
S
S

L

--	--

 7

S

--	--

 10

R

--	--

 13

N

--	--

 6

Level: 1 2 3 4 5

Letter Recognition – Scoring Key



N1



S1



N2



L1



N3



S2



S3



L2



RL1



S4



S5



RL2



RL3



L3



RL4



S6



N4



RL5



RL6



L4



S7



RL7



N5



L5



L6



RL8



RL9



RL10



RL11



S8



RL12



N6



L7



S9



RL13



S10

Administration of Initial Sound Recognition Task – Spoken Words

This assessment can be presented as a class activity, but children should complete the task individually. They should not be given any help in identifying the sounds and they should not be given the opportunity to copy from others in the class.

Ask children to

“Look at the pictures on the paper.”

Tell them that you will read out the name of the things shown in each picture from left to right.

Tell them they must listen carefully to the word you say and decide what is the first sound of that word.

Ask them to

“Write the letter sound that starts the word in the box next to the picture.”

Tell them that you will all do the first one together. Remember to read the names of things in the picture slowly. You might repeat the name of the thing shown in the picture once.

For picture 1, tell them

“The first picture shows an umbrella.”

Tell them

“Umbrella starts with the sound, ‘uh’.”

Draw the ‘u’ on the chalk board.

Tell them

“This letter makes the sound, ‘uh’. Write the letter in the box next to the picture on your own paper.”

Now tell them that you will read out each word and they must listen carefully for each starting sound. Say

“Put your finger on the next picture.

The next picture shows a leaf.

What letter makes the sound that starts the word, ‘leaf’?

Write the letter sound that starts the word ‘leaf’ in the box next to the picture.”

For picture 3, say

“Put your finger on the next picture.

The next picture shows a zebra.

What letter makes the sound that starts the word ‘zebra’?

Write the letter sound that starts the word ‘zebra’ in the box next to the picture.”

Continue with the task until you have introduced each picture on the page.

4. tree

5. pencil

6. goat

7. girl

8. ant

9. banana

10. jug

11. egg

12. nail

13. cup

14. hand

15. key

Scoring the Initial Sound Recognition Task

At the bottom of the page is a set of boxes. Put a ‘1’ in each box for which the child has made a correct response. (The first box, for ‘umbrella’ has been completed.) Put a ‘0’ for each incorrect response.

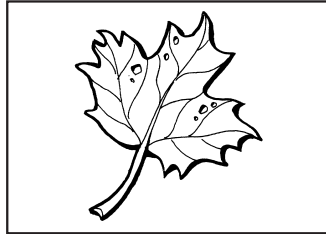
Add all the correct responses (but don’t include umbrella) and put the total in the box for ‘Total Correct’.

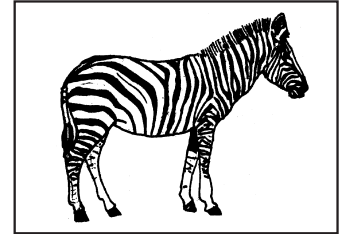
Initial Sound Recognition Task

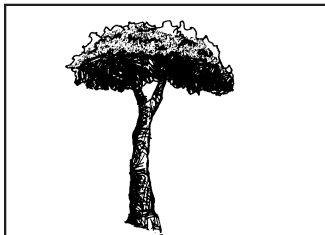
Name.....	Boy <input type="checkbox"/>	D.O.B d.....m.....y.....	Class.....	Age in Months
School.....	Girl <input type="checkbox"/>	Std/Grade.....	Teacher.....	.....

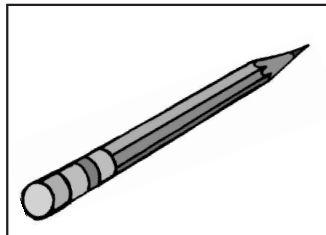
Write the sound which starts these words.

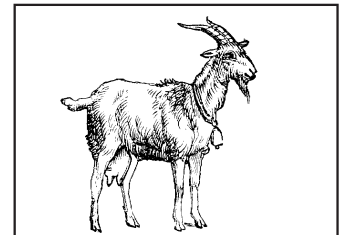




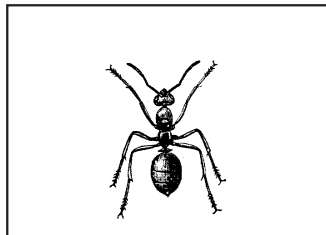


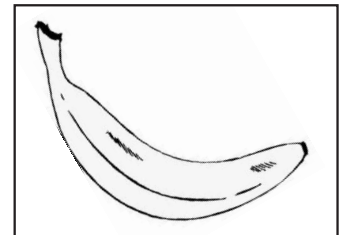




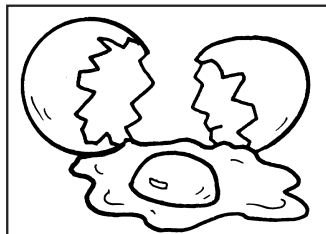




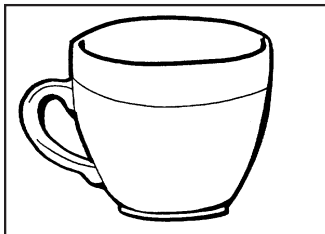


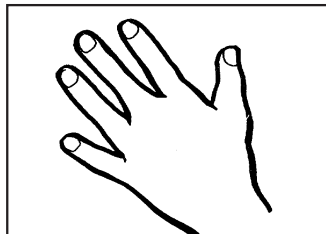


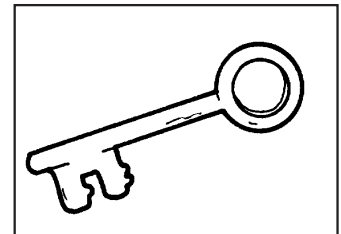












<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6
<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9
<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12
<input type="checkbox"/> 13	<input type="checkbox"/> 14	<input type="checkbox"/> 15

Use 1 to record correct response
Use 0 to record incorrect response

Total correct = /14

Administration of End Sound Rhymes Task

This task can be administered to a whole class.

Tell the children to look at their paper. Tell them

“There are rows of three words.

I will read out each of three words and you must listen for the two words that sound alike - the two words that rhyme.

Put ticks in the two boxes for the two words which rhyme in each row”.

Tell them that you will do the first one, Number One, together.

Tell them to listen carefully to the sounds at the end of each word

Read slowly each of the three words: ***‘sand’***, ***‘hand’*** and ***‘cow’***.

Tell them

“The two words which rhyme are ‘sand’ and ‘hand’.

Tell them to put ticks in the boxes of the two words which rhyme, ***‘sand’*** and ***‘hand’***.

Tell them that you will move on to Number Two in the second row.

Read slowly each of the three words

Ask them to put ticks in the boxes of the two words which rhyme.

Carry on in this manner, reading each group of words - reminding children to tick two boxes each time – until the end.

Scoring the End Sound Rhymes Task

Check each response and circle the item number for each correct response. Put a diagonal line through the number for each incorrect response. Record the ‘Total Correct’ in the box.

End Sound Rhymes Task

Name.....	Boy <input type="checkbox"/>	D.O.B d.....m.....y.....	Class.....	Age in Months
School.....	Girl <input type="checkbox"/>	Std/Grade.....	Teacher.....	.....

Tick two words which sound the same at the end.

- | | | | | | | |
|-----|-------|--------------------------|-------|--------------------------|------|--------------------------|
| 1. | sand | <input type="checkbox"/> | hand | <input type="checkbox"/> | cow | <input type="checkbox"/> |
| 2. | tree | <input type="checkbox"/> | field | <input type="checkbox"/> | see | <input type="checkbox"/> |
| 3. | maize | <input type="checkbox"/> | lazy | <input type="checkbox"/> | haze | <input type="checkbox"/> |
| 4. | bat | <input type="checkbox"/> | wall | <input type="checkbox"/> | ball | <input type="checkbox"/> |
| 5. | hope | <input type="checkbox"/> | raw | <input type="checkbox"/> | rope | <input type="checkbox"/> |
| 6. | pen | <input type="checkbox"/> | peg | <input type="checkbox"/> | hen | <input type="checkbox"/> |
| 7. | mat | <input type="checkbox"/> | man | <input type="checkbox"/> | hat | <input type="checkbox"/> |
| 8. | look | <input type="checkbox"/> | boat | <input type="checkbox"/> | book | <input type="checkbox"/> |
| 9. | ham | <input type="checkbox"/> | ran | <input type="checkbox"/> | van | <input type="checkbox"/> |
| 10. | jug | <input type="checkbox"/> | mug | <input type="checkbox"/> | man | <input type="checkbox"/> |
| 11. | child | <input type="checkbox"/> | will | <input type="checkbox"/> | wild | <input type="checkbox"/> |
| 12. | stop | <input type="checkbox"/> | shot | <input type="checkbox"/> | shop | <input type="checkbox"/> |
| 13. | book | <input type="checkbox"/> | look | <input type="checkbox"/> | box | <input type="checkbox"/> |

Circle the number for correct responses. Record the Total Correct.

Total correct =

Administration of Word-Picture Match Task

This activity can be carried out with the whole class.

Ask each child to look at the sheet in front of them and tell them:

***“One of the words is the right one to match the picture.
Draw a line under ONE word which matches the picture.”***

Scoring the Word-Picture Matching Activity

On the left at the bottom of the page, the position of each word in the group of four is identified by a number, 1-4. Use the numbers to identify which word position the child has identified to match each picture.

Put the word position numbers in the boxes corresponding to each picture – these are in the middle at the bottom of the page. The correct number is written outside the box. When the number you have written inside the box corresponds with the number outside the box, the child has correctly matched word and picture. Count how many such correct choices the child has made and add the total to the box on the right – the ‘Total Correct’ box.

Word-Picture Match Task

Name.....	Boy <input type="checkbox"/>	D.O.B d.....m.....y.....	Class.....	Age in Months
School.....	Girl <input type="checkbox"/>	Std/Grade.....	Teacher.....	.....

Draw a line under the word to match the picture.

bone

dog



lone

loin



toy

boy

lion

line

boat

float



stick

big



bat

moat

bridge

brick

leg

egg



shine

shoot



peg

eat

shirt

shoe

wreck

wrist



knee

knot



write

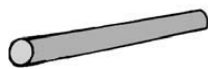
wrong

knife

knock

chalk

calm



come

comb



chat

calf

crumb

home

Key	
1	2
3	4

<input type="checkbox"/>	4	<input type="checkbox"/>	3
<input type="checkbox"/>	1	<input type="checkbox"/>	4
<input type="checkbox"/>	2	<input type="checkbox"/>	3
<input type="checkbox"/>	2	<input type="checkbox"/>	3
<input type="checkbox"/>	1	<input type="checkbox"/>	2

Total correct =

Administration of Word Recognition Test

Teachers might wish to administer this test in order to gain a very rough guide to a child's standard of reading. For example, if a pupil transferred from another school, or if there was an intention to get a broad picture of the spread of reading ability across a whole class, the Word Recognition Test might prove helpful. Teachers might use the Narrative Reading Test, but if children make little progress with that test, the Word Recognition.

The Word Recognition Test can be used as a summative measure, since it generates a total score of words read correctly. As the words are not in any context, children who look for contextual cues when they decode may find the test challenging. However, the raw scores will provide some information for comparing reading proficiency among pupils within a class, across classes within a school by comparing mean scores, or among schools.

The Word Recognition Test can also be used diagnostically. For example, rather than recording a child's attempts as simply 'correct' or 'incorrect', the quality of the attempt can be noted, as described in the scoring procedures.

Scoring the Word Recognition Test

The tests in this Teacher's Guide are intended for diagnostic and formative use, and that is also the case for the Word Recognition Scoring Record. The following codes are for each word:

- Code 1 word read correctly.
- Code 0 no attempt made to read the word
- Code 2 A substitution – another meaningful word, but not the one printed, is suggested, That is, the child 'reads' a word that is not the one being attended to.
- Code 3-8 The teacher should listen carefully and decide which of the sounds (phonemes) actually present in the printed word have been uttered by the child.

Note that each of the 79 words is represented by a number within a square. The diagnostic code for each response should be decided from the 0-8 range on offer. This decision can then be entered in the square, word by word, as the child makes his or her attempts.

If children have difficulty following a line, put a blank card or sheet of paper beneath the line being read, so as to guide them. The teacher might also invite children to point with a finger at the word being attempted.

If a child appears to be struggling, draw the test to a close. No words in a line correctly read would be a strong signal to stop the test.

To summarise each child's performance, complete the following:

- Total Score: count up the number of words read correctly.
- Substitutions: count the total number of substitutions. It would also be possible to calculate the ratio of substitutions to words read correctly. If children are not making any attempt to analyse words according to their constituent phonemes, they can be offered specifically tailored help.
- Part-word sounds the totals for each of the parts of words that children manage to sound correctly as they are reading can be totalled. This will provide information about children's ability to decode and re-assemble the sounds of each printed word. It will be interesting to note any consistent patterns in children's responses. For example, some children might be relatively successful in sounding the beginnings of words, but not get any further. Such diagnostic information is likely to be helpful in identifying children who need particular kinds of help in blending.

Word Recognition Task

of

in

to

it

he

be

on

or

by

as

do

me

no

at

up

we

if

and

the

was

for

that

you

but

not

this

had

they

his

from

she

will

are

have

which

were

what

their

would

said

about

your

who

some

into

time

only

people

know

first

very

between

because

through

another










against

something

Word Recognition Record Sheet










Name	Boy <input type="checkbox"/>	D.O.B d..... m..... y.....	Class	Age in months
School	Girl <input type="checkbox"/>	Std/Grade	Teacher .....	.....

of	23	in	24	to	25	it	26	he	27
be	28	on	29	or	30	by	31	as	32
do	33	me	34	no	35	at	36	up	37
we	38	if	39	and	40	the	41	was	42
for	43	that	44	you	45	but	46		
not	47	this	48	had	49	they	50		
his	51	from	52	she	53	will	54		
are	55	have	56	which	57	were	58	what	59
their	60	would	61	said	62	about	63	your	64
who	65	some	66	into	67	time	68	only	69
people	70	know	71	first	72	very	73	between	74
because	75	through	76	another	77	against	78	something	79

								
Code 1	Code 0	Code 2	Code 3	Code 4	Code 5	Code 6	Code 7	Code 8
correct	no response	substitution	1 st sound	end sound	1 st + mid sound	mid sound	mid + end sound	1 st + end sound

Name	Boy <input type="checkbox"/>	D.O.B d..... m..... y.....	Class	Age in months
School	Girl <input type="checkbox"/>	Std/Grade	Teacher .....	.....

of	23	in	24	to	25	it	26	he	27
be	28	on	29	or	30	by	31	as	32
do	33	me	34	no	35	at	36	up	37
we	38	if	39	and	40	the	41	was	42
for	43	that	44	you	45	but	46		
not	47	this	48	had	49	they	50		
his	51	from	52	she	53	will	54		
are	55	have	56	which	57	were	58	what	59
their	60	would	61	said	62	about	63	your	64
who	65	some	66	into	67	time	68	only	69
people	70	know	71	first	72	very	73	between	74
because	75	through	76	another	77	against	78	something	79

								
Code 1	Code 0	Code 2	Code 3	Code 4	Code 5	Code 6	Code 7	Code 8
correct	no response	substitution	1 st sound	end sound	1 st + mid sound	mid sound	mid + end sound	1 st + end sound