Assessing the Early Literacy Skills of Students with Significant Intellectual, Communication & Physical Disabilities

Literacy for All
Practical Strategies for Teaching Students with Multiple Challenges

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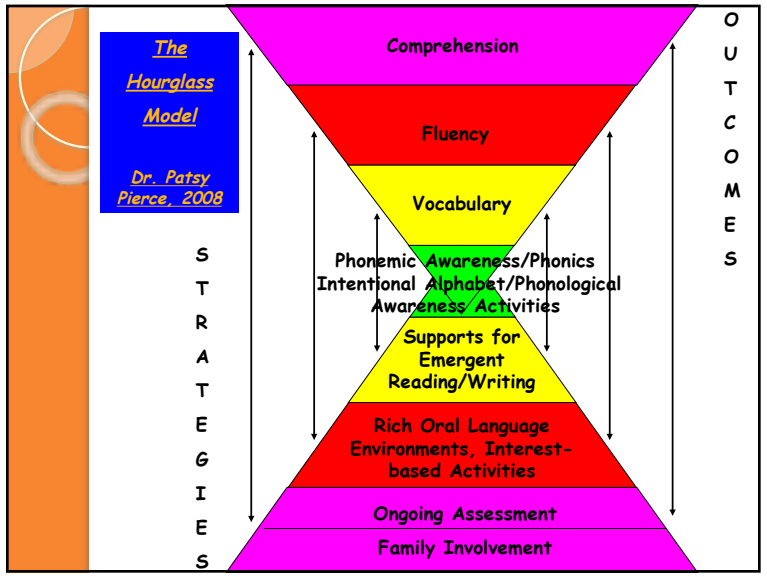


Literacy Rubric (Staugler, 07)

Are Students Emergent or Conventional???

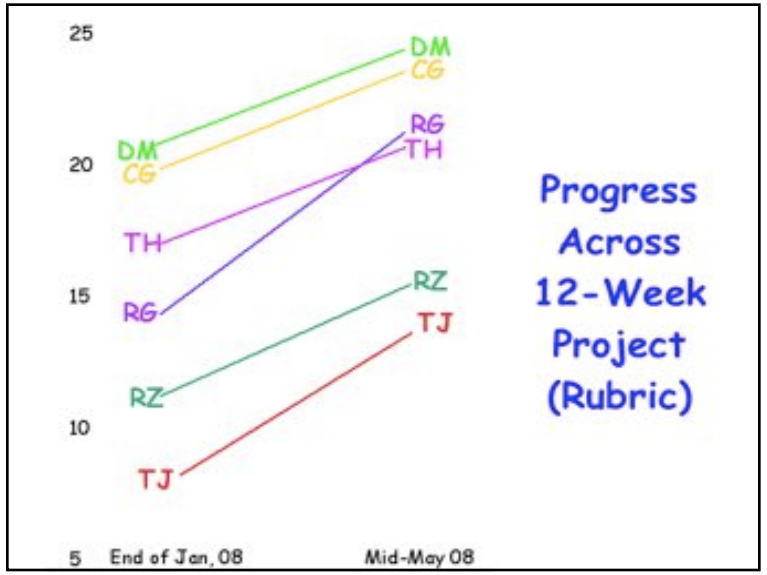
	Early Emerging Literacy (1 point) Interest/Awareness	Early Emerging Literacy (2 point) Participation	Transitional Emerging Literacy (3 points) Recognition	Transitional Emerging Literacy (4 points) Demonstration	Early Conventional (5 points) Purposeful Engagement
Phonemic Awareness	Shows some interest or enjoyment in rhyme play activities	Participates during rhyme play by repeating words of similar sound patterns	Attempts to create word similarities, such as rhyme or initial sound patterns	Identifies similarities and differences of sounds within words; identifies some letters	Creates new words within word families; associates consonant letters and sounds
Concepts of Print	Shows beginning interest or attention to book reading	Attends to story reading and graphics with minimal prompts	Recognizes left to right sequence of text within page format	Follows the left- right, top-bottom flow of text and page to page progression of stories	Reads words in text while following a left-right, page to page flow
Word Recognition	Shows beginning interest or attends to graphics or pictures	Identifies named pictures or graphics	Recognizes familiar signs, names, or text words with graphic support	Identifies some text words without graphic support	Identifies an increasing # of high frequency sight words
Fluency	Shows beginning awareness of repetitive lines in story reading	Participates with a repetitive line during story reading	Predicts or repeats repeated lines within a story	Attempts to read/reread text within a repeated story.	Reads text for a purpose: Reads familiar stories with varied text patterns
Comprehension	Shows indications of spoken word and object recognition within own experiences	Associates spoken word to graphics within a story page read	Associates connected speech with supporting graphics during story reading	Fills in open ended sentences and omitted words during repeated stories	Engages in "retell" activities and responds to questions that represent comprehension

Total Score	Early Emerging Literacy 0 - 5	Early Transitional Emerging Literacy 6 - 10	Transitional Emerging Literacy 11- 15	Late Transitional Emerging Literacy 15 - 20	Early Conventional Literacy 21 - 25

Directions: Engage the student in story reading and/or reading related activities. Observe student's behaviors and level of participation. Mark the space in each row that most clearly defines the student's level of concept understanding. Calculate the total points for the student. Within each of the five areas, note the level of text that you should select to help the student move further in their skill and understanding.

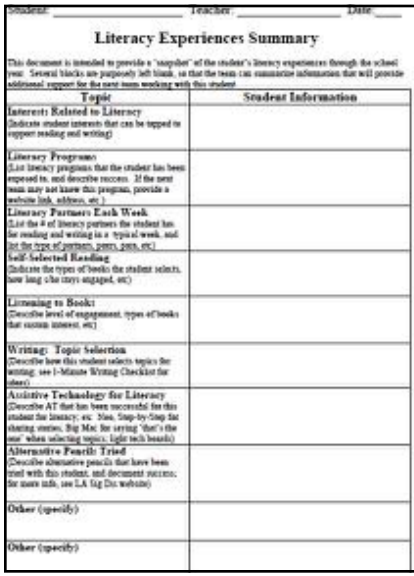
Student Name _____ Date _____ Assessed by _____

Kathy Staugler © 2007



Summary: Why Use the Staugler Literacy Rubric?

- Good one-page progress tracker
- Shows journey from emergent to transitional to early conventional
- Gives a 'score' from 0 - 25
- **GOAL:** Track a student from point A to point B, **or** tracking a project!



Literacy Experiences Summary

This document is intended to provide a "snapshot" of the student's literacy experiences through the school year. Several blocks are purposely left blank, so that the team can summarize information that will provide additional support for the next team working with this student.

Topic	Student Information
Interests Related to Literacy (Indicate student interests that can be tapped to support reading and writing)	
Literacy Programs (List literacy programs that the student has been exposed to, and describe success. If the next team may not know this program, provide a website link, address, etc.)	
Literacy Partners Each Week (List the # of literacy partners the student has for reading and writing in a typical week, and list the type of partners: peers, para, etc)	
Self-Selected Reading (Indicate the types of books the student selects, how long s/he stays engaged, etc)	
Listening to Books (Describe level of engagement, types of books that sustain interest, etc)	
Writing: Topic Selection (Describe how this student selects topics for writing; see 1-Minute Writing Checklist for ideas)	
Assistive Technology for Literacy (Describe AT that has been successful for this student for literacy, etc. Ideas, Step-by-Step for sharing stories, Big Mac for saying "that's the one" when selecting topics, Light tech boards)	
Alternative Pencils Tried (Describe alternative pencils that have been tried with this student, and document success, for more info, see LA Sig Dx website)	
Other (specify)	
Other (specify)	

Literacy Experiences Chart

Dropbox

Literacy Experiences Summary

- Interests Related to Literacy
- Literacy Programs
- Literacy Partners Each Week
- Self-Selected Reading
- Listening to Books
- Writing: Topic Selection
- Assistive Technology for Literacy
- Alternative Pencils Tried

THE BRIDGE

Pierce, Summer, O'DeKirk, in progress

- Informs practice
- Uses multiple, authentic approaches
  - Observation Notes
  - Work Samples
- The Bridge is available at http://www.med.unc.edu/ahs/clds/ under projects Preschool Demonstration Program

THE BRIDGE: FEATURES

Background: developed for NC preschoolers

Emergent Literacy: observing literacy for real purposes; 'trying out' beginning understandings of print; strong link between oral and written language development

Evidence-Based Reading Research (EBRR): focus on specific skills such as phonological awareness, alphabet knowledge, etc.

THE BRIDGE

Pierce, Summer, O'DeKirk, in progress

Foundations of Reading (book knowledge, print awareness, etc)

Foundations of Writing (motor, cognitive-linguistic)

Alphabet Knowledge

Phonological/Phonemic Awareness

Oral Language (related to literacy)

The Bridge

- 11 assessment areas related to:
  - Book knowledge
  - Knowledge of Writing
  - Name writing
  - Alphabet Knowledge
  - Phonological & Phonemic awareness
  - Oral language
- Rating scale for each area
- Must have at least 3 pieces of evidence to support child's rating
- Can use multiple scales during ONE activity

THE BRIDGE: Foundations of Reading

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

1. How does handle/interact with books?

Explores books	Browses book pages	Holds the book appropriately	Independent study of book pages	Turns pages appropriately	Recognizes book by its cover
1	2	3	4	5	6

2. How does interact with symbols/print?

Communicates a choice of story, song or rhyme using a picture, symbol, or object	Beginning to recognize print	Frequently recognizes print	Makes print to speech connection	Knows where to read on a page	Understands "concept of word"
1	2	3	4	5	6

3. How does engage in the act of reading?

Indicates awareness that someone is reading to him/her.	Displays joint attention while being read to	Points, labels, comments, acts out story characteristics during joint reading	Parallel/Solitary Reading	Reading to another	Reading from memory, but **paying attention to the printed word**
1	2	3	4	5	6

Reading Items Adapted Bridge Erin Sheldon

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	Recognizes book by its cover	Holds the book appropriately, unprompted	Independently studies book pages	Turns pages appropriately, paper or digital
Interact with print	Indicates enjoyment when being read to	Touches the page when exploring books	Beginning to recognize print	Frequently recognizes 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)
Direct and take ownership of shared literacy experiences	Chooses literacy activities from an array of objects, photos, or symbols	Initiates any literacy activity: reading, scribble, alphabet play	Initiates a choice of story by selecting a book and sharing it to be read	Communicates a choice of story or song using a picture, sign, or vocalization	Directs the story or song to continue or cease using a symbol or sign	Communicates a choice of book topic or genre using a symbol of sign	Self-identifies as a reader	Comments on or shares opinions about the story using symbols
Interact with symbols during shared reading	Observes partner model the use of a symbol array	Recognizes 2-5 symbols regularly used by partner	Explores 2 or more symbols on array during reading	Uses multiple symbols to direct or comment on actions of partner	Uses AAC system to respond to partner	Uses AAC system to direct partner	Initiates using AAC to communicate about the book	Uses AAC to comment on the book or extend ideas in the book
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 to another, such as vocalizing while turning pages and touching words, or activating recorded speech	Pretend reads from memory, paying attention to the printed word
	1	2	3	4	5	6	7	8

Writing: Adapted Bridge

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 & recognizable letters	Writes and self-identifies some letters
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 recognizable) to tell a story, create a message, make list
Use symbolic language (AAC) to generate print	Observes symbol use modelled by communication partners	With scaffolding support, selects a symbol to make a choice	With scaffolding support, selects a symbol to make a comment to label or caption a photo	With scaffolding supporting, selects a symbol to describe a characters 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

Bridge Guide

Guide to Scoring the Bridge

FOUNDATIONS OF READING

FREE!!

Download this 19-page guide full of examples!

ALPHABET KNOWLEDGE

Bridge Training PowerPoint

The Bridge:
A Portfolio Rating Scale of Oral Language and Emergent Literacy Behaviors

Carpenter, K., McCormick, T., Pierce, P., Stefely, J., Summer, G. and Young,

90 Items, with specific examples

Jacob - November 8, 2004
While sitting in the bean bag chair next to the book basket, Jacob reached for *Chicka Chicka Boom Boom*. He handed it to me without any vocalization. We had been reading this book all week in circle.

Molly - Sept 14, 2004
While standing in her stander, Molly's eyes gazed toward the reproduction of the cover of the *Snowy Day* on the choice board when she was asked which one was the books she would like to read. She had three book cover reproductions from which to choose (*Peter's Chair*, *Snowy Day*, and *A Chair for My Mother*).

Summary: Why Use the Bridge?

- Great for honing in on items
- Can reflect small changes
- Maybe pick 1 or 2 items on each page to track for multiple students

- **GOAL:** Moving students forward at least one level!

Assessing Early Writing with the Alphabet

Developmental Spelling Stages

(Gentry, 1982)

- **Pre-communicative** **NMNEWRWPAPDPDMCMCMLF**
  - graphic elements can represent ideas
  - scribble, numbers, letter-like strings, letters…
  - only letters are used but no awareness of sound-symbol relationships
- **Semi-phonemic** **U R MI FND ?**
  - attempt to represent sounds in words
  - only use 1 or 2 letters/sounds in a word
  - may integrate random strings of letters
- **Phonetic** (letter-name spelling) **I LIK CAK**
  - learning letter/sound correspondences
  - phonetic spellings often using letter names rather than sounds
- **Transitional** **LITE IS ON**
  - rule-based, though not always conventional
  - words look like real words.

Developmental Spelling

- Lets us know what students are hearing in a word
- Good research across languages, ability groups, SES for dev spelling
- Relatively easy to test

Using Data to Drive Instruction

- Summative assessment . . . Is what we're doing moving the student forward on the literacy continuum?
- Developmental spelling tests can be an excellent way to assess progress
- This is why it is crucial to get a pretest, even if you think 'they can't do it'!

Developmental Spelling Test

- Helps us understand what students know about the letter / sound system
- Useful for charting progress across time
- Supports targeting instruction by learning what students know, and what is confusing to them

Richard Gentry, 1982

MONSTER TEST

SPELLING WORD LIST

1. monster	The boy was eaten by a MONSTER.
2. united	You live in the UNITED States.
3. dress	The girl wore a new DRESS.
4. bottom	A big fish lives at the BOTTOM of the lake.
5. hiked	We HIKED to the top of the mountain.
6. human	Miss Piggy is not a HUMAN.
7. eagle	An EAGLE is a powerful bird.
8. closed	The little girl CLOSED the door.
9. bumped	The car BUMPED into the bus.
10. type	TYPE the letter on the typewriter.

How Will Students Respond?

- Ideally, students will write their answers
- **However,** most students with significant disabilities will not be able to write their answers

Sample High-Tech Alternatives to Pen & Paper

Labelers

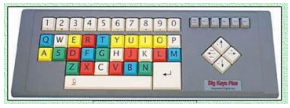
From office supply stories
Tiny ~¼" keys, ~$30

Portable Keyboards

Neo
www.alphasmart.com

Forte
www.writerlearning.com

Enlarged Computer Keyboards

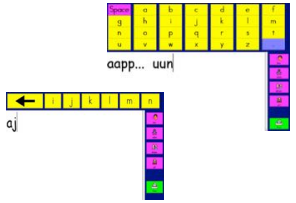


Big Keys computer keyboard
1" keys www.bigkeys.com

Alphabet Page on Communication Device

Children Learn When They Are Actively Engaged: *Write From the START!*

Writing With Alternative Pencils CD, $35, Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill

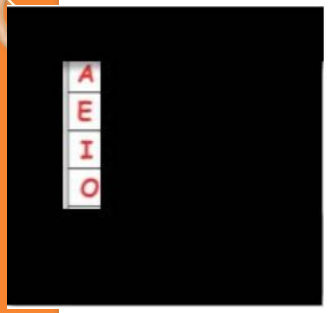


Formative Assessments

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve, targeted standards-based learning goals within a set time frame.

• *Garrison & Ehringhaus*
Association for Middle Level Education

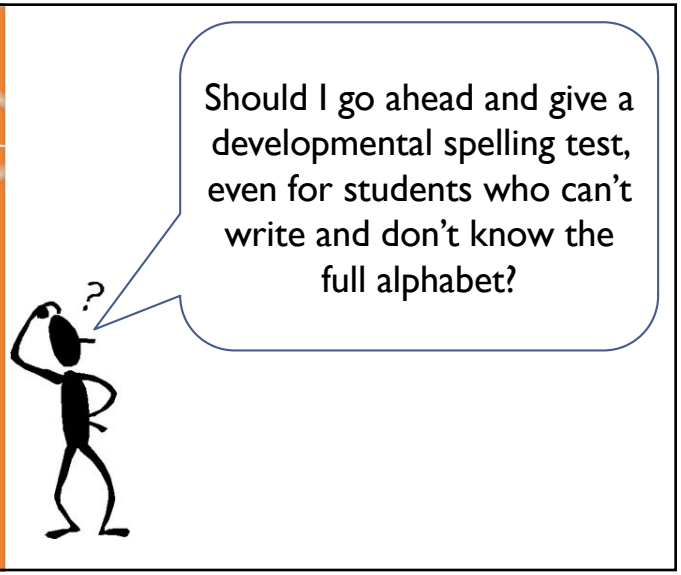
AlphaBoard – Focus on Vowels

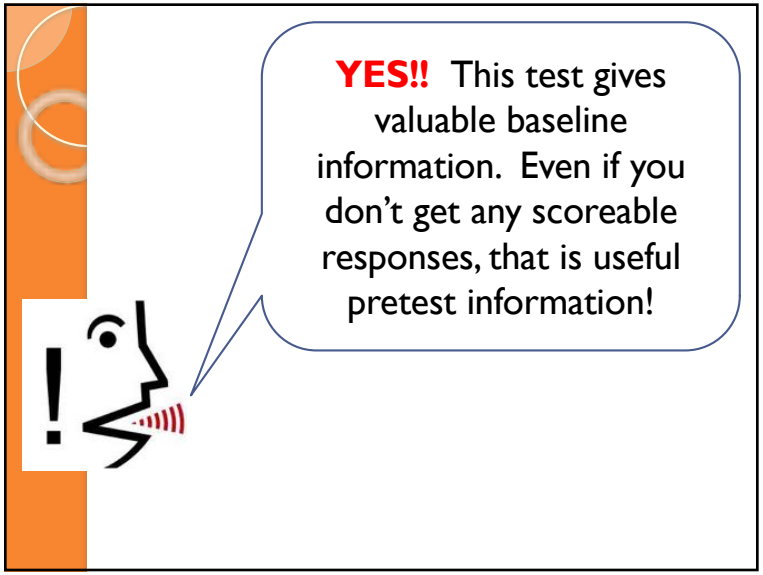


Begin to focus on vowels

• Vowel Rule – every word has one

• AlphaBoard cover-up might help some students!





Summary: Why Developmental Spelling Tests?

- Great way to see student 'thinking'
- Can reflect small changes (ex: letters only; wordlike forms; initial sounds)
- Great for multi-year tracking

- **GOAL:** Track development of developmental spelling **and** figure out how to better teach students

"The brain is a pattern detector, not a rule applier!"

Pat Cunningham

Dropbox Link:

http://bit.ly/LitAssess