



Assessment

Emergent and early literacy
assessment with students
with CCN

Assessment

- Assessment is an important part of our practice as it helps us plan intervention
- Literacy assessment is crucial with all students – but particularly students with CCN
- Ongoing assessment is important but not every single day.

Emergent Literacy Assessment

- The Bridge: A Portfolio Rating Scale (Pierce, Summer, & O’DeKirk, 2005)
- Letter-Sound identification (Clendon & Erickson 2004)
- Print concepts (Clay, 2000, adapted by Clendon & Erickson, 2004)
- Phonological Awareness Probes (Gillon, 2005)
- Developmental Writing Scale (Sturm, Cali, Nelson, & Staskowski, 2012)

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

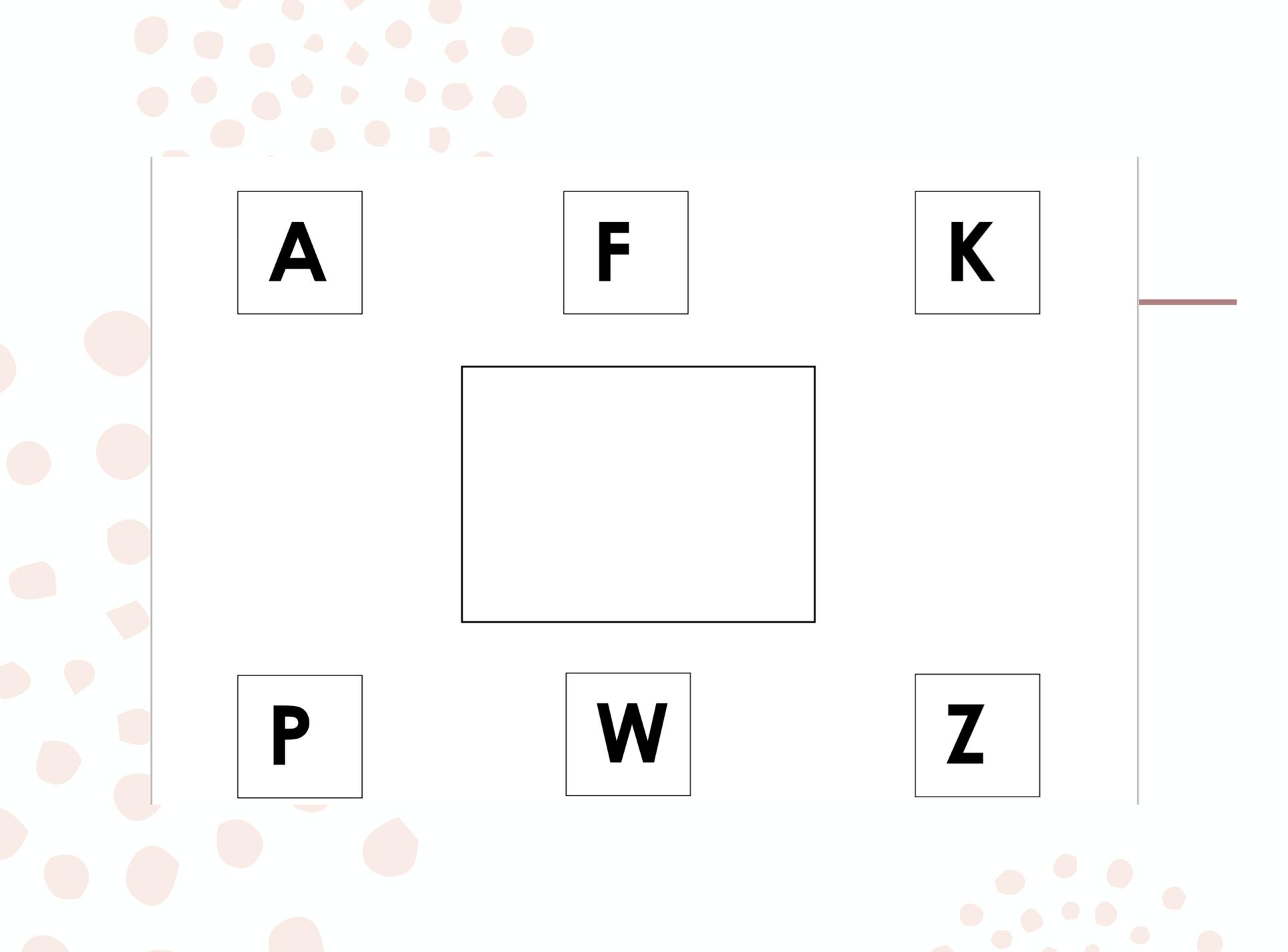
- A great option for students who don't demonstrate the skills they have in a traditional assessment model
- Longer term rather than a snapshot
- Resources available from <https://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment>
- Most of the following slides about The Bridge come from those resources

Indicators for later literacy success

- Letter-Sound Identification (Clendon & Erickson, 2004)
- Concepts About Print (Clay, 2000, adapted by Clendon & Erickson, 2004)
- Phonological Awareness Probes (Gillon, 2005)
- Writing sample assessed using the Developmental Writing Scale (Sturm, Cali, Nelson & Staskowski, 2012)
- If you want a snapshot.....

The background features a pattern of light brown, irregularly shaped circles and dots scattered across the page. A solid horizontal line in a dark brown color is positioned below the title.

Letter-Sound Identification



A

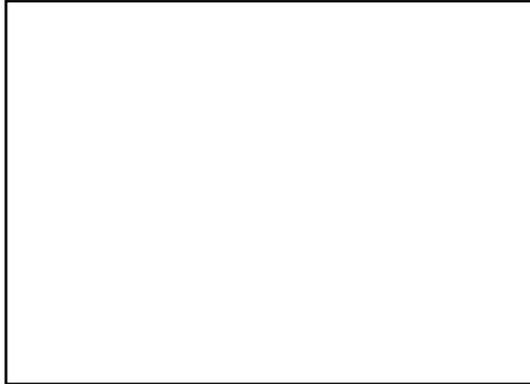
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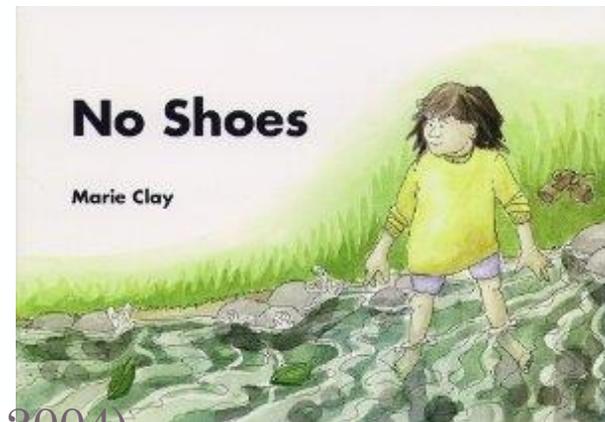
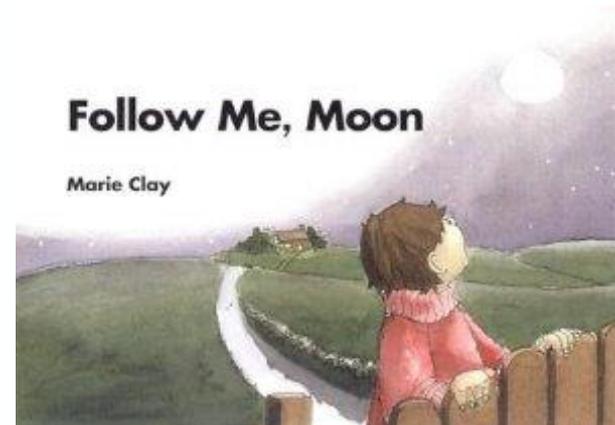
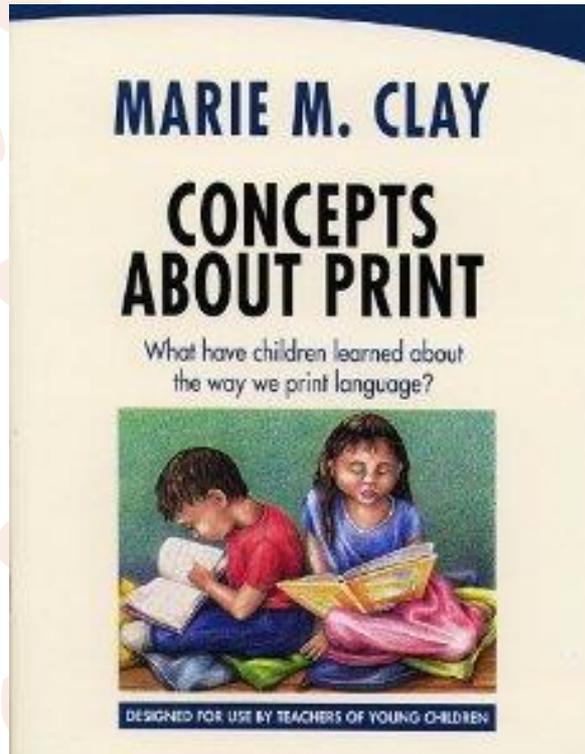
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Print Concepts

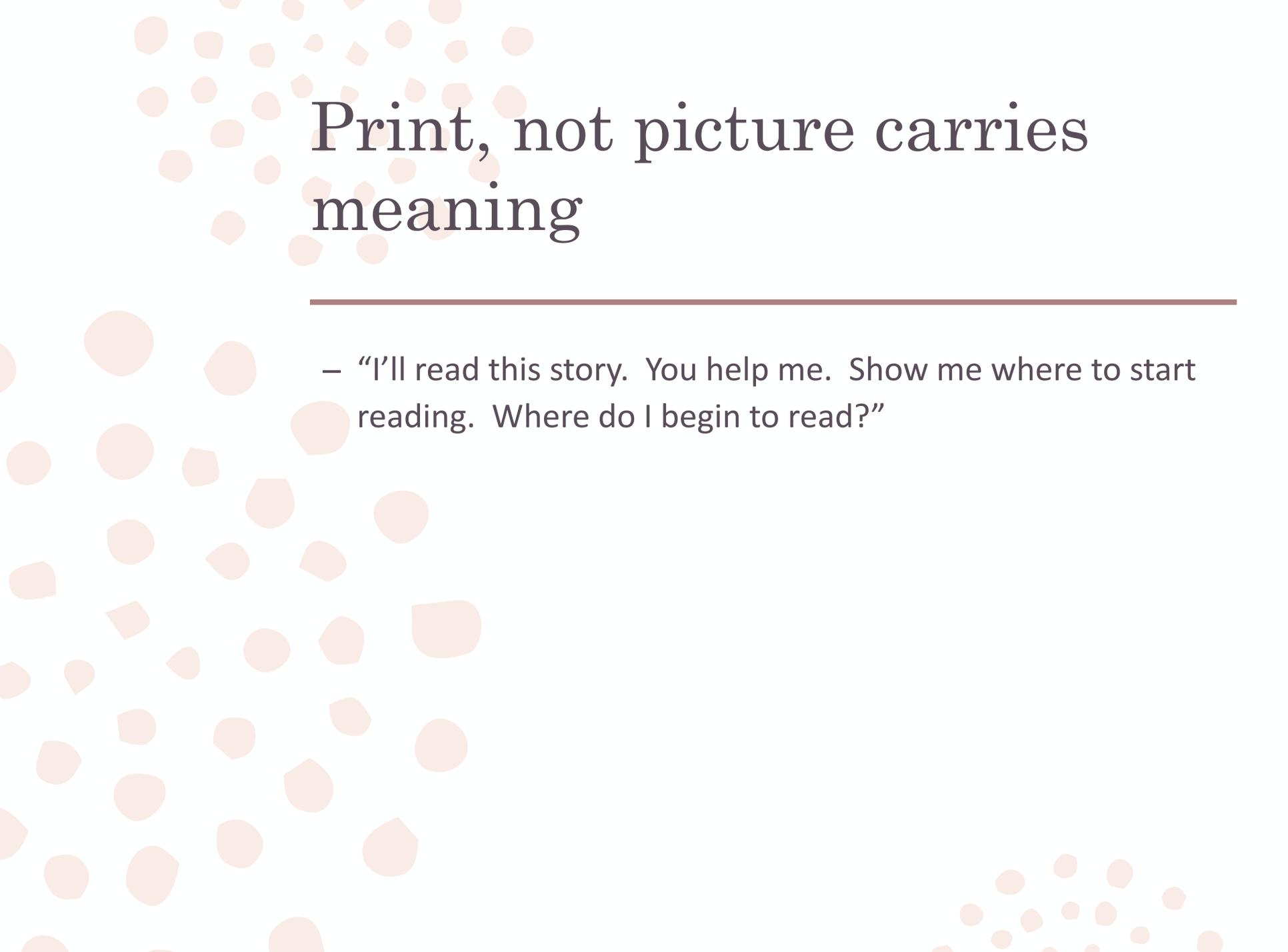
Marie Clay's Concepts About Print Test



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

Book orientation

- Pass the book to the child, holding it vertically by outside edge, spine towards the child.
- “Show me the front of this book”



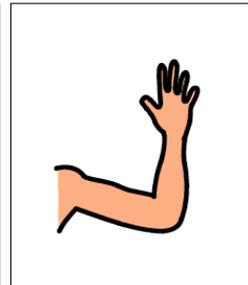
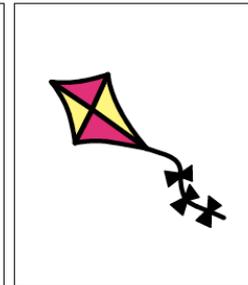
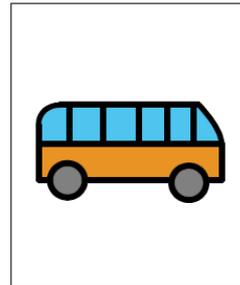
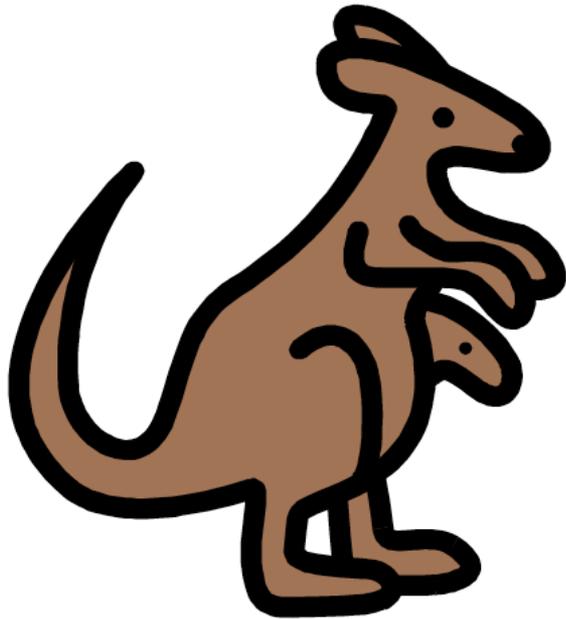
Print, not picture carries meaning

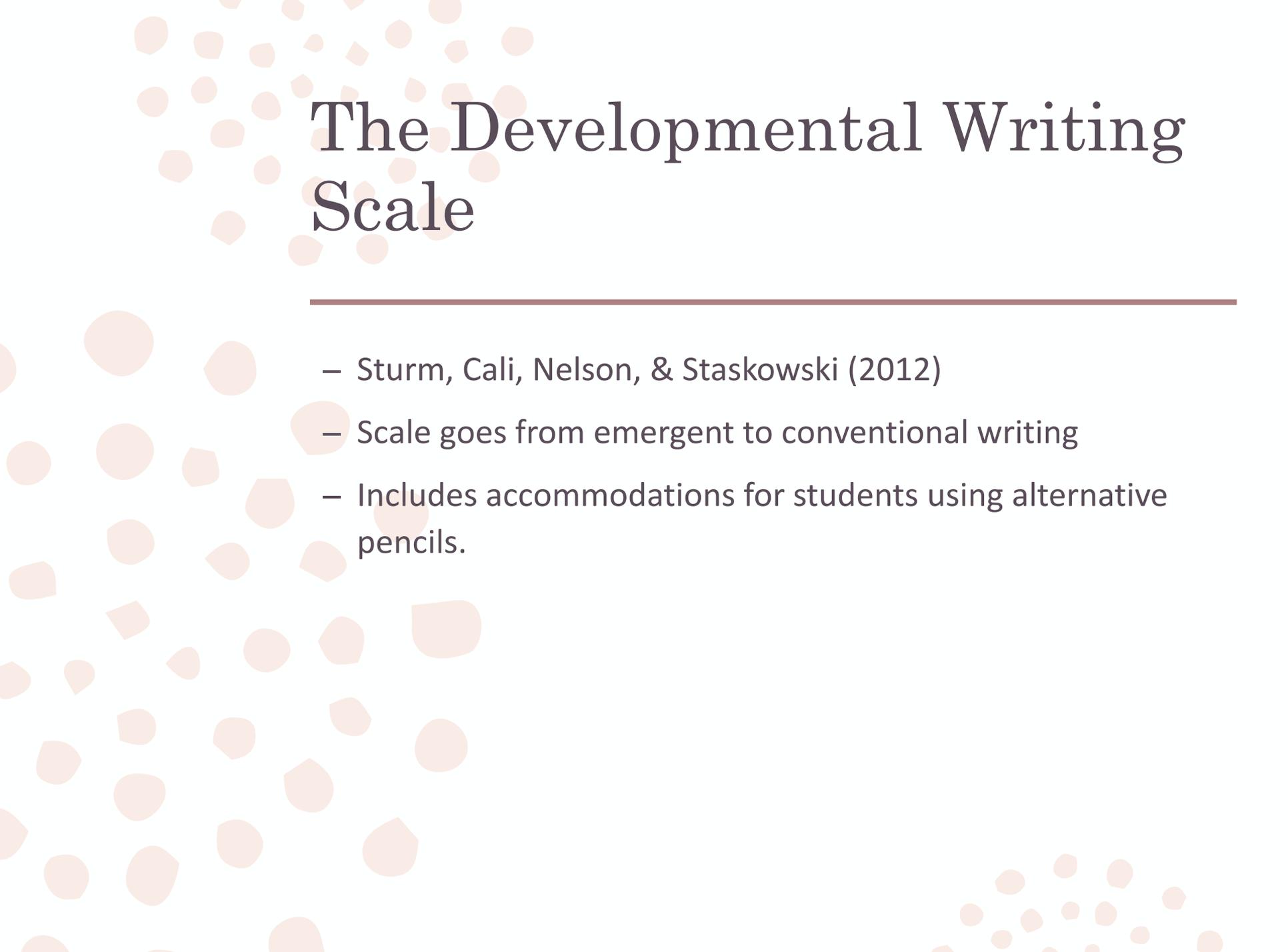
- “I’ll read this story. You help me. Show me where to start reading. Where do I begin to read?”

Directional rules

- “Show me where to start”
- “Which way do I go?”
- “Where do I go after that?”

Phonological Awareness Probes (Gillon, 2005)





The Developmental Writing Scale

- Sturm, Cali, Nelson, & Staskowski (2012)
- Scale goes from emergent to conventional writing
- Includes accommodations for students using alternative pencils.

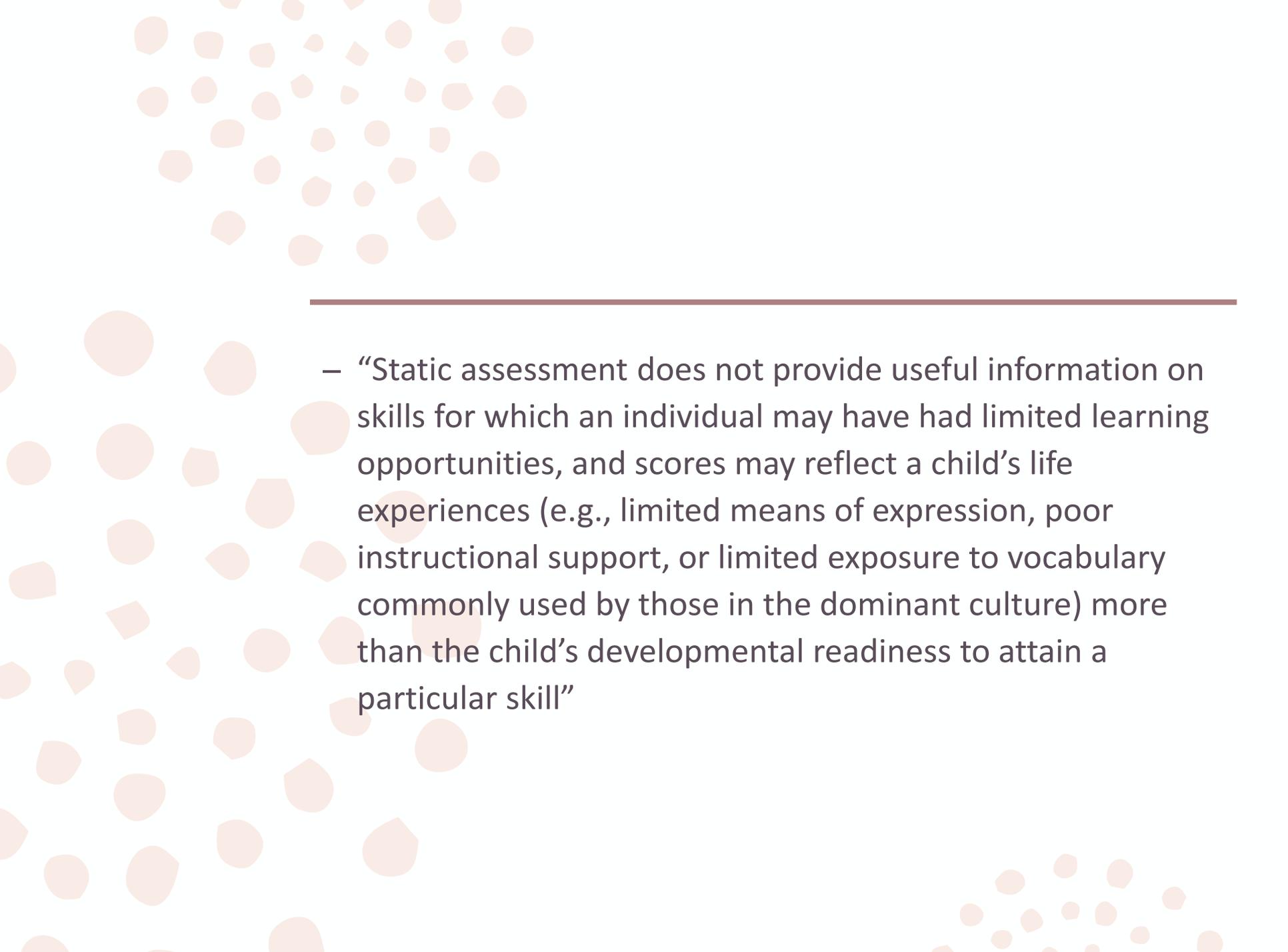
Dynamic Assessment

RESEARCH ARTICLE

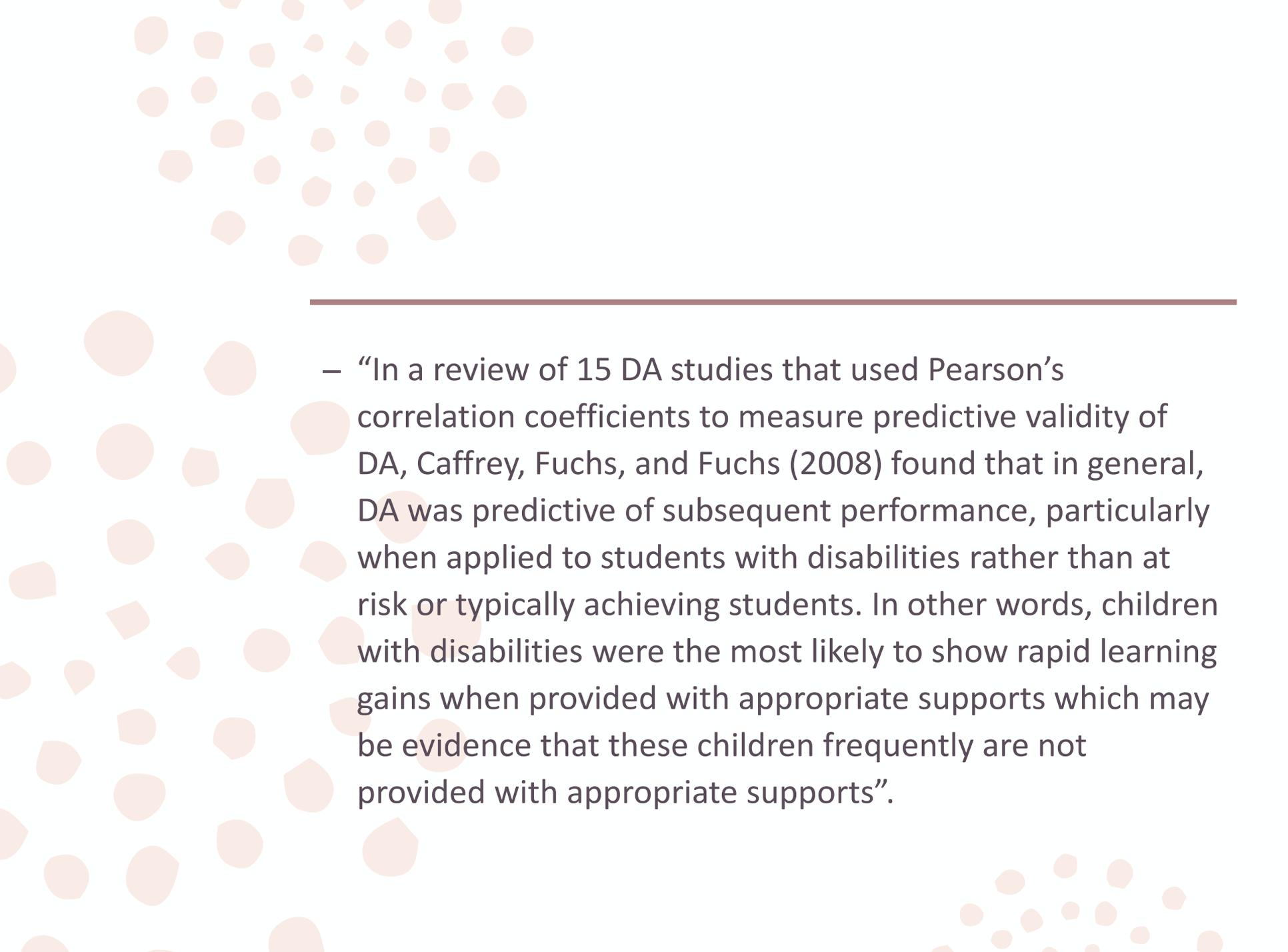
Using Dynamic Assessment to Evaluate the Expressive Syntax of Children who use Augmentative and Alternative Communication

MARIKA R. KING^{1,†}, CATHY BINGER¹ & JENNIFER KENT-WALSH²

¹Department of Speech and Hearing Sciences, University of New Mexico, Albuquerque, New Mexico, USA, and ²Department of Communication Sciences & Disorders, University of Central Florida, Orlando, Florida, USA

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- “Static assessment does not provide useful information on skills for which an individual may have had limited learning opportunities, and scores may reflect a child’s life experiences (e.g., limited means of expression, poor instructional support, or limited exposure to vocabulary commonly used by those in the dominant culture) more than the child’s developmental readiness to attain a particular skill”

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- “Thus, the limitations of static assessment are magnified when used to assess the communication skills of children with severe disabilities, who frequently experience limited learning opportunities, and especially with respect to the development of communication skills.”

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-
- “In a review of 15 DA studies that used Pearson’s correlation coefficients to measure predictive validity of DA, Caffrey, Fuchs, and Fuchs (2008) found that in general, DA was predictive of subsequent performance, particularly when applied to students with disabilities rather than at risk or typically achieving students. In other words, children with disabilities were the most likely to show rapid learning gains when provided with appropriate supports which may be evidence that these children frequently are not provided with appropriate supports”.



Writing Assessment

Emergent to Conventional

The Developmental Writing Scale

- Sturm et al (2012)
- Scale goes from emergent to conventional writing
- Includes accommodations for students using alternative pencils

1. Drawing

Description

Lines and curves that appear to represent objects

Accommodations

Selection of a picture by a child who cannot hold a traditional pencil or marker.

2. Scribbling

Description

Continuous vertical, circular, or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognizable as letters.

Accommodations

If a child uses a keyboard, this level would not be used

3. Letter strings (no groups)

Description

Handwritten or typed strings of letters but not grouped into words.

Examples:

tttttt

kshpppns

Accommodations

Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)

4. Letter strings grouped in words

Description

Strings of letters grouped into “words” (i.e., with spaces between at least two groups of letters) but with no intelligible words.

Example:

*iLCR6a iLKVKC CPRSB WRKe
BRKe*

Accommodations

Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)

5. One intelligible word

Description

Strings of letters grouped into “words,” with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters. Example:

IMPICOTHeC (I am playing outside on the swing.)

Accommodations

Word bank or word prediction software

6. Two to three intelligible words

Description

Two or three different intelligible words embedded in strings, separated by spaces, or in a list format. Single letter words such as “l” and “a” must be separated by spaces to count as an intelligible word. Example: *IYTKTOSMNTHETR (I like to swim under the water.)*

Accommodations

Word bank or word prediction software

7. Three or more different intelligible words in a list

Description

Three or more related words. Example:

Lions Detroit football

Accommodations

Word bank or word prediction software

8. Partial sentence of more than three words

Description

More than three different intelligible words, with at least two of them in a partially formed sentence (i.e., grammatically related parts of a phrase, clause, or sentence). Example:
MYDADDYWASLIEGAGARILA
(My daddy was like a gorilla.)

Accommodations

Word bank or word prediction software

9. One to two complete sentences

Description

Sentences have a subject phrase and a verb phrase.

End punctuation is not necessary. Example:

I am hpe Easter is here. I cw the Easter bnny.

(I am happy Easter is here. I saw the Easter bunny.)

Accommodations

Word bank or word prediction software

10. Three or more unrelated sentences (neither coherent nor cohesive)

Description

Sentences have no coherent topic (i.e., sentences are not related)

I play a game. I went to my fnid house. I went to get a egg to eat. I went to chansh on Sun day. I kiss my momer sun day. I can walk my dog. I sat in my house. I went to the saing in ring.

Accommodations

Word bank or word prediction software

11. Three or more related sentences (coherent but limited cohesive)

Description

Organized writing with three or more sentences on a coherent topic but with limited cohesion between sentences (i.e., sentences can be reordered without changing meaning). Example: *Frogs are eggs. Frog are cool. I no how a frog grows egg then grow mory. Frog eat lot of things that we don't eat like bugs. I want a frog to play with. I thak frogs are mumloss because thae swim.*

Accommodations

Word bank or word prediction software

12. Three or more related sentences that cannot be reordered (coherent and cohesive)

Description

Organized writing with a coherent topic (i.e., on a consistent theme) and use of cohesive devices (e.g., pronoun or synonym replacement, logical connectors, subordinating conjunctions, conclusions that refer to prior content) across three or more sentences so that sentences cannot be reordered without changing meaning

Accommodations

Word bank or word prediction software

13. Two coherent paragraphs of at least three cohesive sentences each

Description

Organized writing with a coherent main topic and two cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each

Accommodations

Word bank or word prediction software

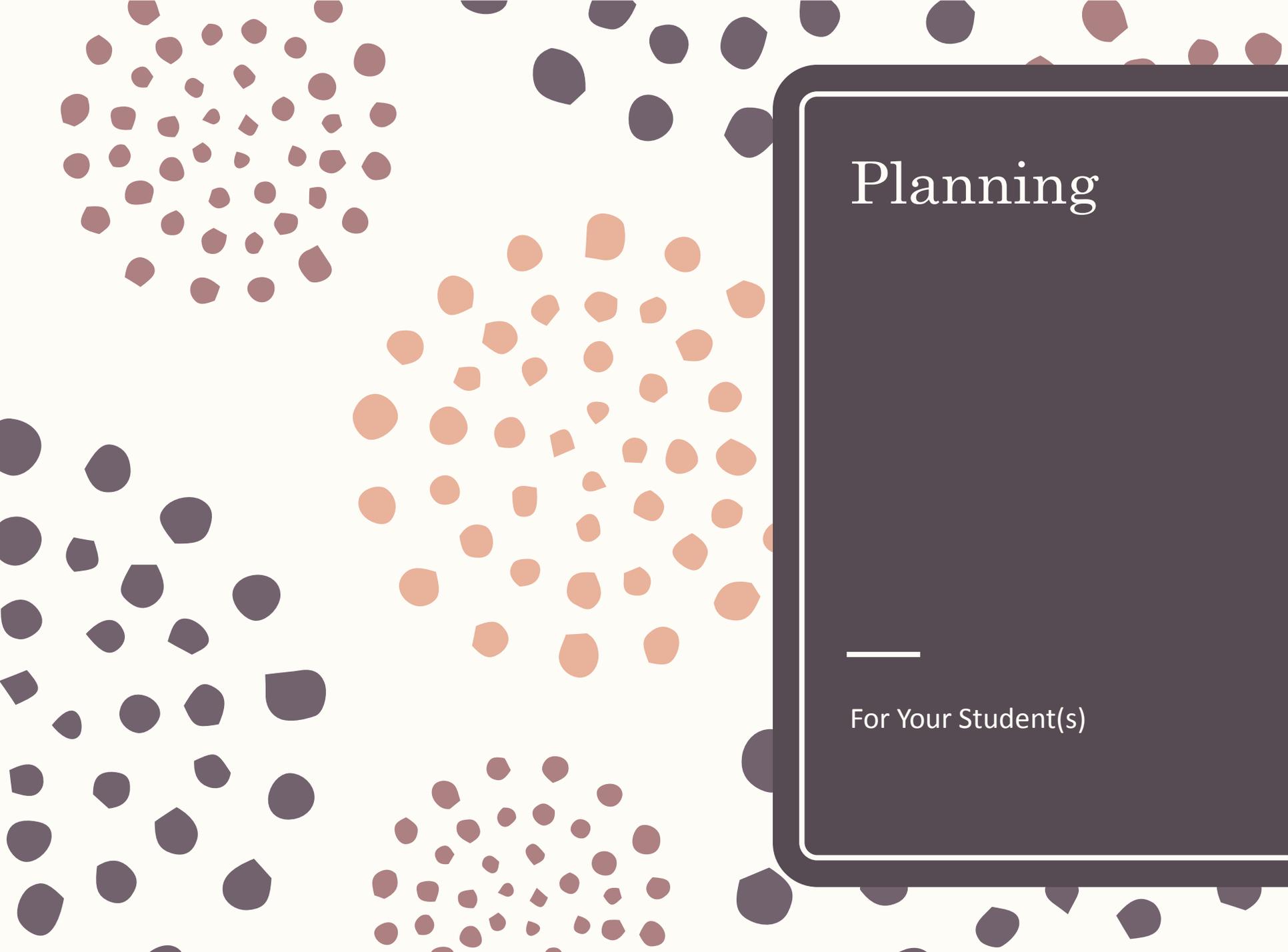
14. Three or more coherent paragraphs of at least three cohesive sentences each

Description

- Organized writing with a coherent main topic and at least three cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each

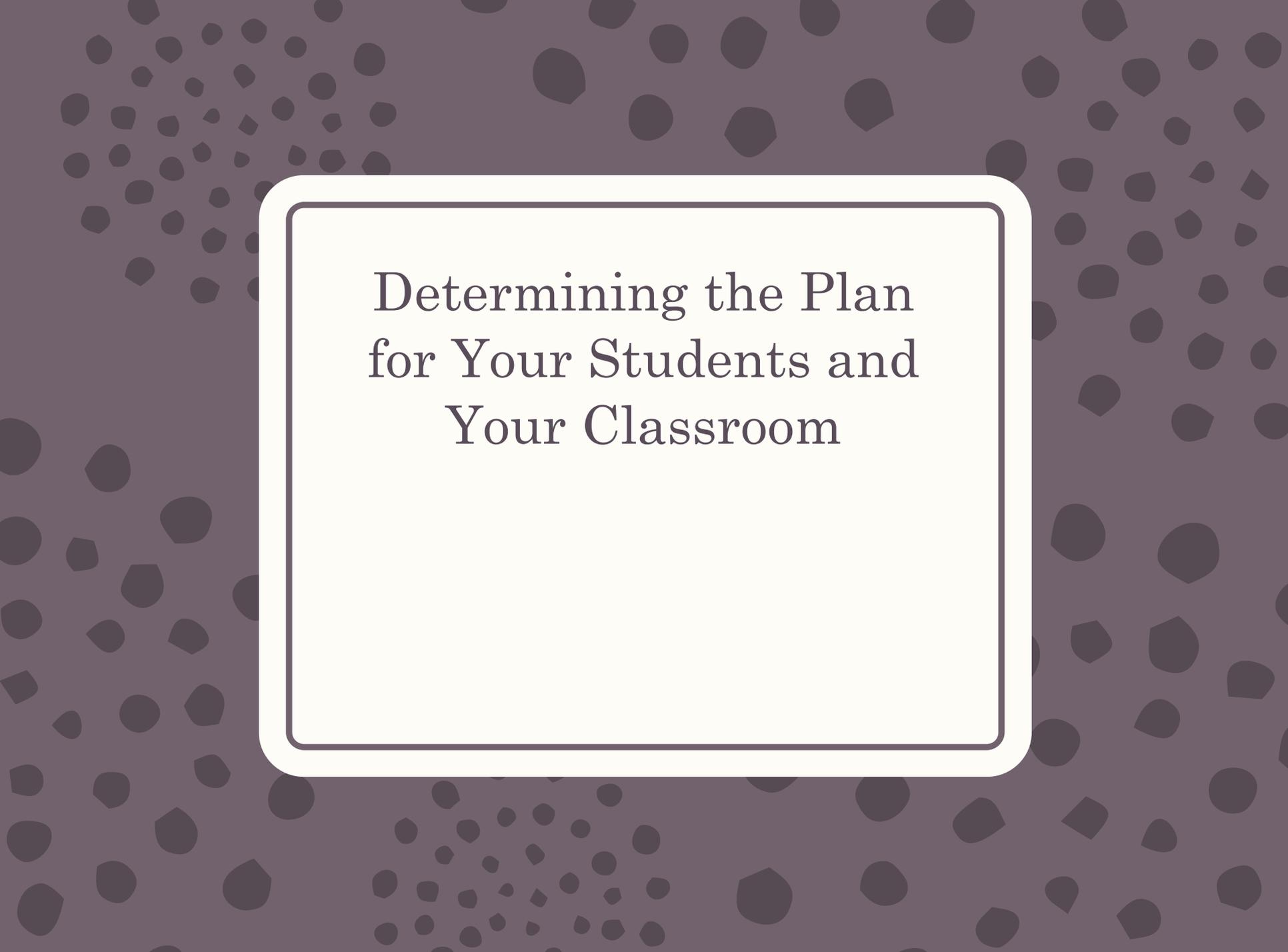
Accommodations

Word bank or word prediction software



Planning

For Your Student(s)



Determining the Plan
for Your Students and
Your Classroom

Does the student:

Know most of the letters most of the time?

Engage actively during shared reading?

Have a means of communication and interaction?

Understand that writing involves letters and words?

No

Yes

Daily Emergent Interventions

Shared Reading
Shared Writing
Writing To
Writing By Myself
Alphabet & Phonological Awareness
Independent Writing with access to full alphabet
Independent Reading

Daily Conventional Interventions

Guided Reading (Anchor-Read-Apply)
Word Study (Key Words + Making Words)
Writing
Independent Reading

Does Your Classroom have ALL Students who are Emergent or Conventional?

No

Combine the Emergent and Conventional Interventions

- Shared Reading AND Guided Reading
- Alphabet & Phonological Awareness
- Word Wall & Making Words
- Predictable Chart Writing
- Writing Instruction (Conventional Only)
- Independent Reading
- Independent Writing

Yes

Use the list of Emergent OR Conventional Interventions

Timetabling

- How do I fit it all in?
- Different options for different classrooms

CLASSROOM TIMETABLE

Student: Date: Term 4.....

	Teacher:		Support staff:		Room: 1
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30					
9.05	Morning Circle: Listening to and singing with music from cd, greeting each other, looking for picture (cd number 1,3) Day of the week, date, weather Song or Rhyme (whole term) <i>English: listening and speaking</i> Communicating and participating in familiar routines				
9.10	Maths, IEP integrated TEACHH Activities Numbers Sorting Matching	Music therapy Miona Communicating and participating in familiar routines	SLT Smartboard Caroline Communicating and participating in familiar routines	Workstations English: reading IEP integrated Indiv. Readers Topic concept book Matching	Maths, IEP integrated TEACHH Activities Numbers Sorting Matching
10.00	Singing	Playdough shapes	Big Book (topic)	Puzzles	Music with instruments
10.15	10:15 – 10.20 Toileting		10.25-10.50 Morning tea	10.50 – 11.10 outside playtime (staff 10.25-11.05)	
11.10	Workstations Reading and writing activities Indiv. Readers Topic concept book IEP integrated Colouring Writing sheets Name sheets Letterland sheets	English: writing Fine motor skills IEP integrated Colouring Writing sheets Name sheets Letterland sheets Smartboard till 12.00 4 students	Gross motor skills Workstations or Junior assembly	Health:Swimming Dressing skills Pool safety Toileting	Workstations Arts & Crafts
12.30	12.15 – 12.20 Toileting		12.20 – 12:50 Lunch time	12:50 – 1:20 outside play time (Staff 12.15 – 13.15)	
1.20 1.50 2.10	Smartboard reading	Big Book reading / listening Choosing time (train, cars, colouring, dolls, dress up, computer	Physical Education Junior Syndicate Running, jumping, throwing, catching	Big Book reading / listening Listening Choosing time (train, cars, colouring, dolls, dress up, computer	Smartboard Writing (numbers/letters) maths
2.25	Pack up Make ready for taxi	Pack up Make ready for taxi	Pack up Make ready for taxi	Pack up Make ready for taxi	Pack up Make ready for taxi
2.30	Taxis 2:30 onwards				

CLASSROOM TIMETABLE

Student: Classroom program..... Date: Term 3, 2012.....

	Teacher:		Support staff:		Room: 1
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.30					
9.05	Morning Circle: Listening to and singing with music from cd, greeting each other, Writing name (cd number 1,3) Day of the week, date, weather <i>English: listening and speaking</i> Communicating and participating in familiar routines				
9.20 10.15	Guided Reading Introduction new book Working with words / letters (new word wall words)	Swimming	Guided Reading Working with words / letters	Guided Reading Working with words / letters	Guided Reading Working with words / letters
10.30	10:30 – 10:35 Toileting		10:35-10:50 Morning tea	10:50 – 11:10 outside playtime (staff 10:30-11:10)	
11.20 11.40	Writing: mini lesson Activity Maths (galaxy maths: using and applying, shape/space)	Circle time Guided Reading Working with words / letters	Writing: mini lesson Activity Music or Junior assembly	Writing: mini lesson Activity Maths (numicon: number)	Writing: mini lesson Activity Maths (galaxy maths: using and applying, shape/space)
12.30	12:30 – 12:35 Toileting		12:35 – 12:50 Lunch time	12:50 – 1:20 outside play time (Staff 12:20 – 13:20)	
1.20 1.50 2.10	Shared Reading Topic / science Self selected reading	Shared Reading Fine motor Skills Self Selected reading	Shared Reading Gross Motor Self Selected reading	Shared Reading Arts and Crafts Self Selected reading	Shared Reading Physical Education Self Selected reading
2.25	Pack up Make ready for taxi	Pack up Make ready for taxi	Pack up Make ready for taxi	Pack up Make ready for taxi	Pack up Make ready for taxi
2.30	Taxis 2:30 onwards				

Jacaranda Two Timetable - Term Two

Monday	Tuesday	Wednesday	Thursday	Friday
Individual Working with Words activities, Self Selected Reading, Sensory and tabletop activities				
Group Time: Song, Roll/Sign In				
Working with Words	Swimming 	Working with Words		
Shared Reading		Guided Reading		
Recess		Recess Eating and Play		
PE		Writing (alternate weeks predictable charts and independent writing)		
Numeracy		Cooking	Numeracy	
Lunch Eating and Play				
Quiet Time - Relaxation				
<i>Integrated Studies</i> Health	Guided Reading (+ Writing alternate weeks - predictable charts)	<i>Integrated Studies</i> Art	<i>Integrated Studies</i> Science/Technology	<i>Integrated Studies</i> Music
	Library			
Self Selected Reading				
Home Time				

Timetable 6/8T 2015

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:10	Assembly	Morning Circle	Morning Circle	Morning Circle	Morning Circle	9:10
9:30	PCW	PCW	PCW	PCW	PCW	9:30
9:40	History/Geography	Writing	Writing	Writing	Writing	10:00
10:00						
10:30	Writing	Guided Reading & Shared Reading	Library	Guided Reading & Shared Reading	Health	10:30
10:40						
11:10	R E C E S S					11:10
11:30	Guided Reading & Shared Reading	Release Mrs Small In class	PEP	Working with words	Shared Reading 11:45-12:15 ROSIE RELEASE	11:30
12:00	Maths Groups NUMBER	Working with words	Release In library with Rosie	Tas	Release 11:45-12:15 Maths DATA	12;15
12:30	Working With Words	Maths Groups MONEY		Maths Groups MEASUREMENT	Working With Words	12:30
1:00	GROUPTIME					1:00
1:30	L U N C H					1:30
2:00	Self-Selected Reading	Scripture/self-selected Reading	Self-Selected Reading	Self-Selected Reading	Self-Selected Reading	2:00
2:30	Sport	Music.	Art	Science	Friday Fun	2:30

Timetable 7/9 Cappello

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:10	Assembly	Morning Circle	Morning Circle	Swimming	Morning Circle	9:10
		PCW	PCW		PCW	
9:30		Release	Writing		Writing	writing
9:40						
10:00						
10:30	Writing	Library	Guided Reading & Shared Reading		TAS	10:30
10:40						
11:10	R E C E S S					11:10
11:30	PCW	Guided Reading & Shared Reading	Fitness	Release	Guided Reading & Shared reading	11:30
	Guided Reading & Shared Reading					
12:00	WWW Groups	WWW Groups	WWW (C&A) Groups			WWW Groups
12:30	Maths groups	Maths Groups	HSIE	Maths Groups	Maths Groups	12:30
1:00	GROUPTIME					1:00
1:30	L U N C H					1:30
2:00	Self Selected Reading	Scripture/Self Selected Reading	Self Selected Reading	Self Selected Reading	Self Selected Reading	2:00
2:30	Sport	Music.	Art	Science	Friday Fun	2:30

Programming

Balanced Literacy Planning

Week:

Book of the week Guided Reading:

Book of the week Shared Reading:

Guided Reading Purposes 1 2 3 4 5	Self-Selected Reading resources for the term:
Working with Letters/Words Letters of the week: Resources: Words of the week: Resources: Making words lesson:	Writing Purposes 1 2 3 4 5 Predictable Chart Writing frame:

Students in emergent group:

Students in conventional group:

Writing

- Do you have time scheduled for an independent writing block every day?
- Are your students using a pencil or alternative pencil that allows them to focus on the cognitive aspects of writing e.g. alphabet board, flip chart, keyboard, eye gaze system, iPad and app, pen or pencil?
- Does their pencil include access to all 26 letters of the alphabet?
- Do your students have real reasons for writing? (and remember – writing never involves copying and tracing; writing involves thinking of ideas, language, words AND transcribing)
- Do you model writing to your classroom each time before you ask them to write?
- Do you have a time for writer's chair so that students can share their writing with others?

Writing - Emergent

- Are you giving your students lot of opportunities to learn the function of writing without focusing on the form e.g. following through on notes handed to you, writing yourself reminders and then using them, writing a morning message?
- Do they have daily opportunities to write without standards using a pencil with access to all 26 letters?
- When they have finished writing do you say “now let me show you how I would write it” and model writing rather than interrupting them during the writing task or putting demands on their writing?
- Are you offering them a range of writing tasks, such as writing about personal experiences, high interest topics, classroom topics, letter writing, signing in?
- Are you following through on writing tasks e.g. posting letters?
- Do you have a daily or weekly shared writing activity, such as predictable chart writing?

Working with Letters and Sounds - Emergent

- In this block, emergent students need to build two skills:
- Alphabet knowledge
- Phonological awareness

- Are you:
- Providing them with alphabet books e.g. <http://tinyurl.com/mgbdccx>?
- Focusing on the whole alphabet or at least on two letters a week?
- Using students' names as a basis for early alphabet knowledge?
- Pointing out letters and print in the environment?
- Talking about letters and their sounds when you encounter them in every day activities?
- Providing opportunities to play with letter shapes and sounds?
- Explicitly referencing letter names and sounds in shared reading and writing activities?
- Using mnemonics such as food, people and actions for difficult letters?
- Doing letter sorts or initial letter word sorts?
- Covering onset rime?
- Doing auditory word sorts (no text)?

Self-selected reading

The two main guiding rules are:

- *It isn't self-selected if you don't choose it yourself*
- *You can't get good at it if it is too difficult*

- Do you have 20 or more books per student in your classroom?
- Do you have a mix of fiction and non-fiction?
- Do students have a chance to interact with books as independently as possible?
- Do you have a mixture of comfortable spaces for students to read in?
- Do students have a chance to read a book with an adult for pleasure and enjoyment?
- Are you doing teacher read alouds as well as having DEAR (drop everything and read) time?
- Do you have a "reader's chair" time for students to share about a book they have read each week?
- Do you have a spot in the writing block for students to do book reviews?
- Have you picked suitable early books for older readers? <https://www.pinterest.com/janefarrall/picture-books-for-older-readers/>
- Are you using different technologies e.g. printed books, eBooks?

Self-Selected Reading - Emergent

- ***For emergent students***
- Are you doing shared reading in this block? Remember to use AAC and CAR (Comment, ask, respond).
- How are you giving them independent access to books?
- Do you have a mixture of the following in your classroom?
 - alphabet books
 - repeated line books
 - photo based books
 - picture books
 - rhyming books
 - books in their areas of interest (check out www.tarheelreader.org)
 - custom books

Shared Reading - emergent

– Centre for Literacy and Disability Studies

<http://bit.ly/1LTZ8mP>

– Jane's blog on Shared Reading

<http://www.janefarrall.com/shared-reading-focus-on-interaction/>

Key Goal

- Working together and developing strategies to share.

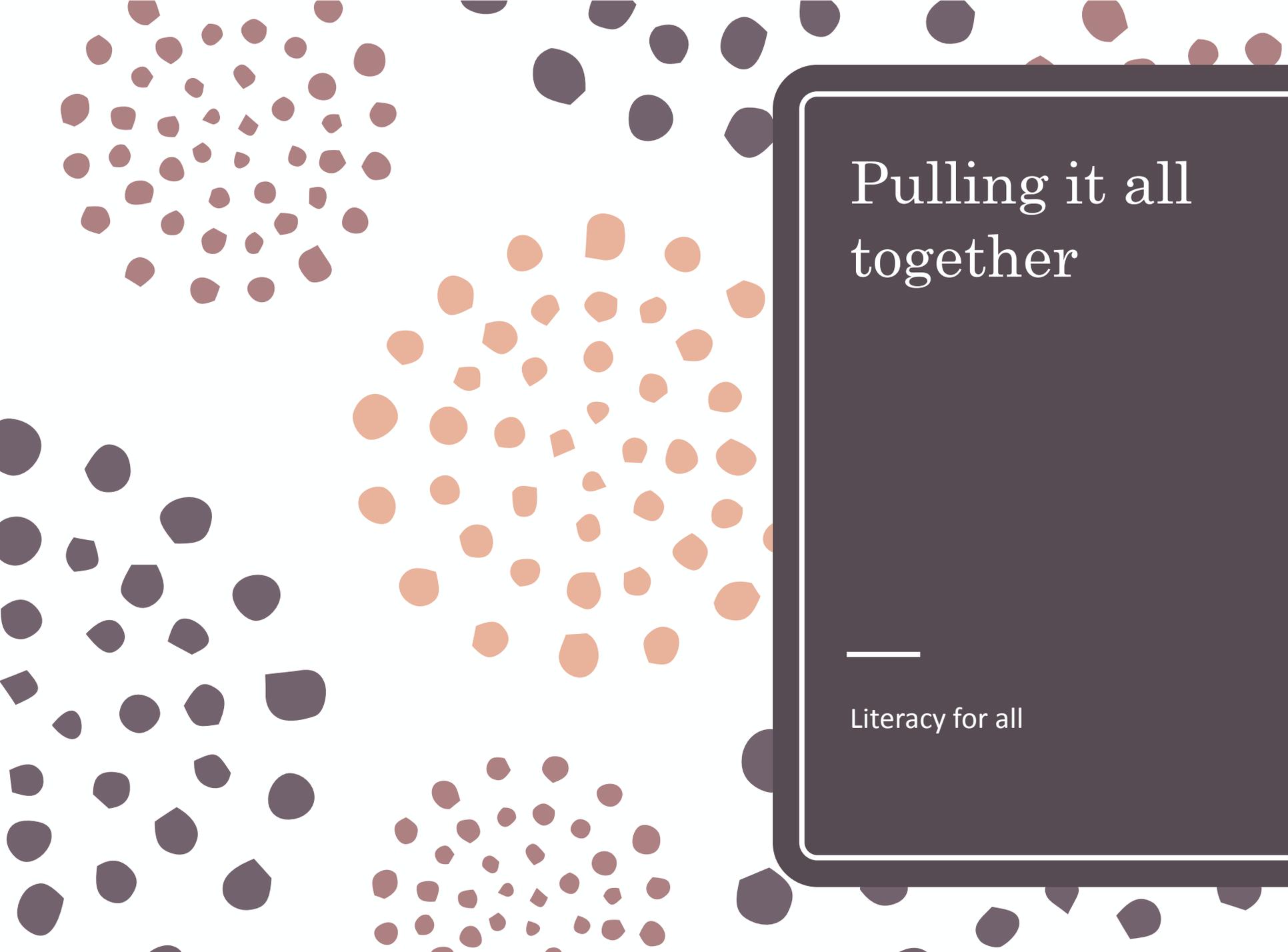


We're all Here for the Same
Reason!

Resource Sharing - Collating



Resource Sharing - Pinterest



Pulling it all together

Literacy for all

Literacy and Communication

- Literacy is an extremely important life skill. (see OECD, 2005)
- Teaching communication skills should be one of the most important priorities... because the ability to communicate affects learning in all other content, as well as overall quality of life. (Browder & Spooner, 2011)

Learning

- There are no basic prerequisites to communication beyond being conscious. Likewise, there are no prerequisites to AAC.
- (Augmentative Communication and
- Early Intervention. Myths and
- Realities, Ronski and Sevcik 2005)
- There are no basic prerequisites to literacy.

-
- All students with complex communication needs require a comprehensive AAC system to interact with the curriculum!!
 - If they don't we need to provide ways for them to participate and at the same time – work towards them getting one

“No student is too
anything to be able to
read and write.”

David Yoder, DJI-AbleNet Literacy
Lecture, ISAAC 2000