**Concepts About Print Assessment**

**PURPOSE:** Based on their home and early school experiences with print – bed time stories and read-alouds, big book shared reading, shared writing and their very independent adventures with pretend reading and writing – young children come to the primary grades with different understandings about the arbitrary conventions that we use to communicate meaning in print.

An assessment of emergent literacy print concepts should include:

* Book orientation knowledge
* Understanding of principles involving the directional arrangement of print on the page
* The knowledge that print, not picture, contains the story
* Understanding of important reading terminology, such as *word, letter, beginning of sentence,* and *top of page*
* Understanding of simple punctuation marks

**DIRECTIONS:** In assessing concepts of print, the teacher sits with the child one-on-one, and reads an engaging early level text, asking the child to help with the reading. The book used should have distinct layout of print and illustrations, good spacing between words, multiple lines of text on each page, some basic sight words (I, me, and, is, was, etc.) and basic elements of punctuation (periods, quotation marks, question marks, exclamation points).

Suggested Texts:

* *Honey for Baby Bear*
* *Where is Hannah?*
* *Ben’s Teddy Bear*
* *A Friend for Little White Rabbit*
* *Nick’s Glasses*
* *Dan, the Flying Man*
* *Going to Lucy’s House*

The teacher should be very familiar with the text (story, layout and features, punctuation, etc.) before reading with the child. Have ready two brightly colored index cards, a pencil and the record sheet. This assessment incorporates prompts that help the teacher observe a student’s behaviors in response to the prompts and note these on the record sheet.

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Concepts of Print**

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| 1. **Orientation or layout of text/Front of book:** Hand the child the book, holding it vertically so that the spine faces the child. Ask:* “Where is the front of the book?”
* “Where is the back of the book?”
* “Open the book to where the story begins.” Child can open the book to the title page or first page of the story.

Score one point for each task |  |
| 2. **Print, not pictures, carries the message:** With the book open to page 1, ask the child:* “Show me the picture.” Describe and discuss the details of the picture.
* “Show me the words.”

Only score one point if *both* are correct |  |
| 3. **Direction of print:** On the same page ask:* “Show me where to start reading.” If child’s response is vague, prompt, “Where exactly? Show me with your finger.”
* Point to the first word, read it and ask: “Where do I read after this?”

Only score one point if both are correct |  |
| 4. **Page sequencing:** Point to the last word on the left page and ask:* “Where do I read after this?”

Score one point |  |
| 5. **Difference between letter and word:** Give the child two strips of paper. Demonstrate how they slide together and apart on a page in the book. On the same page ask:* “Show me one letter.”
* “Show me one word.”
* “Show me the first letter in a word.”
* “Show me the last letter in a word.”

Score one point for each |  |
| 6. **Return Sweep:** Turn to a page with at least 2 lines of text. Read the top line and keeping your finger on the last work ask: * “Where do I read after this?”

Score one point |  |
| 7. **One-to-One Correspondence:** Point to the first word on a new page and before reading, ask the child:* “Point to each word as I read this line.” Does the child follow and match text as you read?

Score one point |  |
| 8. **Punctuation:** Point to the period, tracing it with your pencil and ask:* “Do you know what this is?” If so, ask: “What is this for?”

Score one point |  |
| **TOTAL** | **\_\_\_\_\_\_\_/13** |