

Student: _____ Teacher: _____ Date: _____

Book Title: _____

Scoring: mark 1 for each correct response, mark 0 for each incorrect response

Concepts of Print: Book Handling	Hand student a picture book. Give prompts as indicated below. Record student response.	Pre	Post
1. identify front and back covers of a book	"Show the front cover of this book." "Show the back cover." Student indicates both.		
2. identify title	"Show the name of this book." Student reads or indicates title.		
3. identify top of a book	Give or show book upside down. Say, "Show the top of the book." Student turns book right-side up and/or indicates the top.		
4. identify pages of a book	"Show a page in this book." Student shows a page.		
5. turn pages of a book	"Turn a page." Student turns at least one page.		
6. follow or move finger eft to right, top-down	"Show with your finger which way I go as I read this page." Student moves finger or follows your finger with eyes.		
7. return eye and/or finger sweep at end of line	Show end of 1 line. Ask, "Where do I go now?" Student moves finger/follows finger with eyes.		
8. locate first word on page	"Show the first word." Student locates first word.		

Notes:

Scoring: mark 1 for each correct response, mark 0 for each incorrect response;

Letter ID: Names and Sounds Present letters to student one at a time. *For students who use eye gaze, pointing, or touching, present letters 2 or 3 at a time. Say, "look at ____", "point to ____", or "touch ____."								
Upper Case	Pre	Post	Lower Case	Pre	Post	Letter Sounds	Pre	Post
S			s			s		
T			t			t		
B			b			b		
M			m			m		
L			l			l		
A			a			a long, short		
D			d			d		
K			k			k		
J			j			j		
I			i			i long , short		
V			v			v		
Z			z			z		
F			f			f		
O			o			o long, short		
G			g			g		
C			c			c		
R			r			r		
H			h			h		
Q			q			qu		
N			n			ow		
W			w			w		
X			x			x		
U			u			u		
Y			y			y		
E			e			e long, short		
P			p			p		

Writing

Give student a writing tool. Point to the word. Say, "This word is *hat*, write *hat* here." Point to space near the word below. Note: you may assist student with gripping & stabilizing the writing tool on the paper but not moving it.

Writing Sample		Pre
Stages of Writing: *√ check the stage to example most closely resembles		<div style="text-align: center; font-size: 48px; margin-top: 100px;">Hat</div>
<input type="checkbox"/>	Stage 1: Drawing / Picture Writing	
<input type="checkbox"/>	Stage 2: Scribbling	
<input type="checkbox"/>	Stage 3: Random Letters	
<input type="checkbox"/>	Stage 4: Semi Phonetic (inventive -early spelling)	
<input type="checkbox"/>	Stage 5: Phonetic (use begin.& end. sounds)	
<input type="checkbox"/>	Stage 6: Transitional Spelling (write words by sound)	
<input type="checkbox"/>	Stage 7: Conventional Spelling (most spellings correct)	
Writing Sample		Post
Stages of Writing *√ check the stage which the sample most closely resembles		<div style="text-align: center; font-size: 48px; margin-top: 100px;">Hat</div>
<input type="checkbox"/>	Stage 1: Drawing / Picture Writing	
<input type="checkbox"/>	Stage 2: Scribbling	
<input type="checkbox"/>	Stage 3: Random letters	
<input type="checkbox"/>	Stage 4: Semi Phonetic (inventive -early spelling)	
<input type="checkbox"/>	Stage 5: Phonetic (use begin. & end. sounds)	
<input type="checkbox"/>	Stage 6: Transitional Spelling (write words by sounds)	
<input type="checkbox"/>	Stage 7: Conventional Spelling (most spellings correct)	