CONCEPTS OF PRINT OBSERVATIONAL ASSESSMENT

Purpose of the Assessment:
This assessment instrument assesses the prior knowledge (experiences) a child has had with books. Children who have been read to extensively before coming to school are generally familiar with the parts of a book and how stories are designed. Concepts of Print is a key predictor of reading success. Therefore, it is important to determine what young children know about books, print, and the reading process before reading instruction begins.

Assessment Format and Content:
The format of this assessment instrument is a checklist.

The items listed on the assessment are aligned with the Mississippi Pre-Kindergarten Curriculum and the Kindergarten section of the Mississippi Language Arts Framework (2006).

Assessment Administration:
The test administrator will hand the student a book of the teacher's choice (spine side toward student) and observe the following task items:
1. Does the student hold the book right side up and demonstrate knowledge of front and back?
2. Does the student know the parts of a book and specific functions (cover, title, and illustrations)?
3. Does the student know that the author wrote the book and the illustrator drew the pictures?
4. When asked to "pretend read" does the student point to the first word of the text?
5. When asked to "pretend read" does the student demonstrate left-to-right progression?
6. When asked to "pretend read" does the student demonstrate the return sweep?
7. Does the student know what to do next when coming to the last word or image on the right-hand page?
8. Can the student determine word boundaries (e.g., recognize what a word is, recognize when one word ends and another word begins)?
9. Can the student differentiate between a letter and a word?

Scoring Process:
The teacher will:
1. Mark the student's responses on the score sheet.
   - + for correct responses
   - - for incorrect responses
2. **Items scored as incorrect** are the items that should be incorporated into the intervention prescription for the student. (Master level for this assessment is achieved when all items are correctly identified.)

Barksdale Reading Institute
Early Literacy Assessment
Concepts of Print Inventory

Materials: Select a short picture book with pictures at the top of each page and several lines of text at the bottom.

Student Name_____ Teacher_____

Task	Child's Score				
List dates assessed in each column:					

1. **Concept:** Parts of a book
   Directions: Hand book to child in vertical position with spine facing child.
   Say: *Point to the front of the book. Now point to the back of the book.*
Score: 1 point for identifying front of book
        1 point for identifying back of book
	/2	/2	/2	/2	/2

2. **Concept:** Author, illustrator
   Directions: Point to and say the title of the book.
   Say: *Point to the author's name and ask what an author does. Point to the illustrator's name and ask what an illustrator does.*
Score: 1 point for defining author
        1 point for defining illustrator
	/2	/2	/2	/2	/2

3. **Concept:** Purpose of print
   Directions: Open the book to first page of text. (There must be a picture and text on the page).
   Say: *If I was going to read this story, where would I begin? Point to where I would start to read.*
Score: 1 point for pointing to print (Child does not have to point to first word.)
	/1	/1	/1	/1	/1

4. **Concept:** Left-to-right direction
   Directions: Stay on the same page and follow up with left to right direction.
   Say: *If I was reading this page, point to and move your finger in the direction I would go to read more words..*
Score: 1 point for showing left-to-right direction
	/1	/1	/1	/1	/1

Concepts of Print Inventory

Task	Child's Score				
List dates assessed in each column:					

5. **Concept:** Return sweep
    Directions: Point to the end of the first line of text in a multi-line section of the book.
    Say: *Where do I go when I reach this place? Show me where I go next.*
Score: 1 point for demonstrating the return sweep
	/1	/1	/1	/1	/1

6. **Concept:** Letter
    Directions: Show the child a page with text.
    Say: *Point to one letter.*
Score: 1 point for identifying a letter
	/1	/1	/1	/1	/1

7. **Concept:** Word
    Directions: Show the child a page with text.
    Say: *Point to a word.*
Score: 1 point for identifying a word
	/1	/1	/1	/1	/1

8. **Concept:** Punctuation (period)
    Directions: Show the child a page with text that has a period. Point to the period with your pencil.
    Say: *What is this? What is this for?*
Score: 1 point for explaining the purpose of a period (Child does not have to give the name.)
	/1	/1	/1	/1	/1

9. **Concept:** Punctuation (question mark)
    Directions: Show the child a page with text that has a question mark.
    Say: *What is this? What is it for?*
Score: 1 point for explaining the purpose of a question mark (Child does not have to give the name.)
	/1	/1	/1	/1	/1

Total Correct **(Circle SD or D)**	/11 SD D	/11 SD D	/11 SD D	/11 SD D	/11 SD D
Interpretation 1-4 **Minimal** understanding (Still Developing SD) 5-8 **Emerging** understanding (Still Developing SD) 9-11 **Developed** understanding (Developed D)					

Concepts of Print Inventory