Assessment Directions for Teachers & Parents:

Literacy Resources, Inc. created this Concepts of Print Assessment, aligned to the Illinois Early Learning and Development Standards to assess a child's understanding of the way print works. Concepts of Print is an awareness that written and oral language are connected. Print Awareness is a predictor of reading success.

The assessments are meant to inform your instruction. The same assessment can be given as a pre-assessment and then as a post-assessment. When using the provided student assessment pages, you may use another piece of paper or a bookmark to cover most of the page, so that only one line of print is shown to the student when he or she is responding. Administration Directions are provided for each skill.

Beginning of Year Assessment		
Pre-Developing	Developing	Age Appropriate
0 yes	1-6 yes	7-11

End of Year Assessment		
Pre-Developing	Developing	Age Appropriate
0-3 yes	4-6 yes	7-11

Concepts of Print Assessment

Student Name: _____   Assessment Date:_____

Teacher Administration Directions: Teachers can use any children's book to have students demonstrate their knowledge of print concepts, along with the student page found on page 3. Teacher prompts are in italicized font.

	Print Concepts	Learning Standard 4A	
1	Demonstrates how to hold a book with correct orientation Teacher hands book to student. *Show me how you would hold this book to read.*	Yes	No
2	Distinguishes pictures from words by pointing when prompted Teacher opens the book and says, *Point to a word on this page.*	Yes	No
3	Locates on a printed page where to start reading with multiple lines of text *Show me where I would begin to read.*	Yes	No
4	Demonstrates that the left page of a book is read before the right page of a book *Which page do I read first?* Teacher points to the left page and the right page, & student shows where to begin reading.	Yes	No
5	Track text with a finger on a printed page from left to right *Show me how you would read the words on this page.* The teacher could also model by reading and sentence aloud, and then the student demonstrates.	Yes	No
6	Demonstrates that pages are turned one at a time in a sequence from front to back *What should I do when I finish reading this page?*	Yes	No
7	Points to individual words using one-to-one correspondence Teacher reads a short sentence from the book aloud, pointing to each word as he or she reads. The student repeats the sentence, pointing to each word as he or she reads.	Yes	No
8	Isolates words within printed text After repeating the sentence read for the above skill, ask student to locate a word. *What is this word?* Teacher points to a word that the student just read and the student supplies the word.	Yes	No
9	Locates a word on a printed page within text (reads own name). *Use page 3	Yes	No
10	Distinguish letters from numbers on a printed page by pointing *Use page 3	Yes	No
11	Listen to spoken sentence(s) and state individual words in the sentence(s) Language Awareness activity: *"I like to read."* Teacher says the sentence aloud, and the student repeats it back.	Yes	No

Plan for intervention for Print Concepts, if necessary:

Print Concepts Student Page for Skills 9 - 10:

Skill 9: Student locates a word on a printed page within text.

Teacher Administration Directions: Teacher writes the child's name on the line below. Ask the students to point to his or her name in the sentence. Then the teacher reads the sentence aloud.

*You may write this sentence on a small dry erase board or on a laminated sentence strip, if you do not want to make individual copies of this assessment page.

_____ is a smart student in my class.

Skill 10: Distinguish letters from numbers on a printed page by pointing.

Teacher Administration Directions: *When I point to each item, tell me if it is a letter or a number.* The teacher points one by one and the student responds by indicating if it is a letter or a number. The child may respond with the letter name or the number.

s   5   m   2   6

P   3   h   b   7