

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher / Recorder \_\_\_\_\_

Grade/ Class \_\_\_\_\_

### Concepts of Print

Choose a Level C-F book for the administration of this assessment. It should have distinct layout of print and illustrations, good spacing of words and multiple lines of text. Begin by telling the child, "I'm going to read you this story and I want you to help me. It is called \_\_\_\_\_."

<p>1. <u>Orientation or layout of text/ Front of book:</u> Hand the child the book, holding it vertically so that the spine faces the child. Ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Where is the front of the book?"</u></b></li><li>• <b><u>"Where is the back of the book?"</u></b></li><li>• <b><u>"Open the book to where the story begins."</u></b> Child can open the book to title page or first page of story.</li></ul> <p style="text-align: right;">Score one point for each.</p>	
<p>2. <u>Print, not pictures, carries the message:</u> With the book open to page 1, ask the child:</p> <ul style="list-style-type: none"><li>• <b><u>"Show me the picture."</u></b> Describe and discuss details of the picture.</li><li>• <b><u>"Show me the words."</u></b></li></ul> <p style="text-align: right;">Only score one point if both are correct.</p>	
<p>3. <u>Direction of print:</u> On the same page ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Show me where to start reading."</u></b> If child's response is vague, prompt, <b><u>Where exactly?"</u></b> <b><u>Show me with your finger."</u></b></li><li>• Point to the first word, read it and ask: <b><u>"Where do I read after this?"</u></b></li></ul> <p style="text-align: right;">Only score one point if both are correct.</p>	
<p>4. <u>Page sequencing:</u> Point to the last word on the left page and ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Where do I read after this?"</u></b></li></ul> <p style="text-align: right;">Score one point.</p>	
<p>5. <u>Difference between letter and word:</u> Give the child the two strips of paper. Demonstrate how they slide together and apart on a page in the book. On the same page ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Show me one letter."</u></b></li><li>• <b><u>"Show me one word."</u></b></li><li>• <b><u>"Show me the first letter in a word."</u></b></li><li>• <b><u>"Show me the last letter in a word."</u></b></li></ul> <p style="text-align: right;">Score one point for each.</p>	
<p>6. <u>Return Sweep:</u> Turn to a page with at least 2 lines of text. Read the top line and keeping your finger on the last word ask:</p> <ul style="list-style-type: none"><li>• <b><u>"Where do I read after this?"</u></b></li></ul> <p style="text-align: right;">Score one point.</p>	

<p>7. <u>One-to -One Correspondence</u>: Point to the first word on a new page and before reading, ask the child:</p> <ul style="list-style-type: none"> <li>• <b><u>“Point to each word as I read this line.”</u></b> Does the child follow and match text as you read?</li> </ul> <p style="text-align: right;">Score one point.</p>	
<p>8. <u>Punctuation</u>: Point to the period, tracing it with your pencil and ask:</p> <ul style="list-style-type: none"> <li>• <b><u>“Do you know what this is?”</u></b> If so, ask: <b><u>“What is this for?”</u></b></li> </ul> <p style="text-align: right;">Score one point.</p>	
<p>TOTAL</p>	<p style="text-align: right;">___ / 13</p>

Based on Clay, M.M. (2000). *Concepts About Print: What have children learned about printed language?* Heinemann: N.Z.  
ECLAS-II. Literacy Development Checklist. (2003). CTB/McGraw-Hill.

**Concepts About Print Benchmarks**

Grade Rating		September	November	March	June
Kindergarten	1	Below 2	Below 5	Below 10	Below 12
2		2	5	10	12
3		5 10		12	13
4		6 11		13	X