Comprehensive Literacy Instruction

Literacy for All Students
“No student is too anything to be able to read and write”

David Yoder, DJI-AbleNet Literacy Lecture, ISAAC 2000
Thanks to

Centre for Literacy and Disability Studies, especially Professor Karen Erickson
http://www.med.unc.edu/ahs/clds

Professor David Koppenhaver
http://www.litdis.com/

Dr Sally Clendon, Massey University
http://www.massey.ac.nz/massey/experience/profile.cfm?stref=733150
“We need to give greater attention to the general capabilities of Literacy as being core to the learning needs of students with significant intellectual disability and the ways in which these can be taught through age appropriate contexts drawn from the learning areas.”

(ACARA, 2012)

- [http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy/Continuum#page=2](http://www.australiancurriculum.edu.au/GeneralCapabilities/Literacy/Continuum#page=2)
- Many students we work with are Levels 1a – 1e
My websites & resources for today

- Websites
  - www.janefarrall.com
  - www.comprehensiveliteracy.com

- Resources
A BALANCED DIET
LITERACY FOR ALL

CONVENTIONAL READERS AND WRITERS
Reading Comprehension
Self-Selected Reading
Independent Writing
Working with Words

EMERGENT READERS AND WRITERS
Shared Reading
Writing with Adults
Independent Writing
Writing from Adults
Self-selected Reading
Working with Letters and Sounds

SUPPORTING LITERACY AND LANGUAGE DEVELOPMENT
WWW.COMPREHENSIVELITERACY.COM
- Shared Reading
- Writing With Adults
- Writing From Adults
- Writing by Myself
- Working With Letters and Sounds
- Independent Reading

Emergent Literacy
Determining the Plan for Your Students and Your Classroom
Does the student:

Know most of the letters most of the time?
Engage actively during shared reading?
Have a means of communication and interaction?
Understand that writing involves letters and words?

No  Yes

Daily Emergent Interventions

- Shared Reading
- Writing with Adults
- Writing From Adults
- Writing by Myself (with access to full alphabet)
- Working with letters and Sounds
- Independent Reading

Daily Conventional Interventions

- Comprehension (Anchor-Read-Apply)
- Working with Words (Key Words + Making Words)
- Independent Writing
- Independent Reading

Erickson & Koppenhaver, 2014
Does Your Classroom have ALL Students who are Emergent or Conventional?

No

Combine the Emergent and Conventional Interventions
- Shared Reading AND Comprehension
- Working with Letters and Sounds AND Working with Words
- Writing with Adults
- Writing By Myself
- Writing from Adults
- Writing Instruction (Conventional Only)
- Independent Reading

Yes

Use the list of Emergent OR Conventional Interventions

Erickson & Koppenhaver, 2014
Emergent Literacy Assessment

Emergent and early literacy assessment with students with CCN
Assessment

- Assessment is an important part of our practice as it helps us plan intervention.
- Literacy assessment is crucial with ALL students.
- Ongoing assessment is important but not every single day.
A range of different options exist to gather data to provide evidence of literacy progression. These include:

- Observations focusing on the literacy learner
- Observational protocols for the environment, the interactions in the learning environment, etc
- Interviews
- Structured or semi-structured tasks

(Pence, 2007)
Dynamic assessment is used in educational settings to assess a child’s ability to profit from instruction. It is based on the educational theories of Lev Vygotsky, who proposed the children learn best when the teaching-figure is instructing the child on how to do something within the child’s zone of proximal development, and learning is scaffolded.

Encyclopedia of Child Behavior and Development (2011)
“Static assessment does not provide useful information on skills for which an individual may have had limited learning opportunities, and scores may reflect a child’s life experiences (e.g., limited means of expression, poor instructional support, or limited exposure to vocabulary commonly used by those in the dominant culture) more than the child’s developmental readiness to attain a particular skill”

King & Binger, & Kent-Walsh (2015).
“Thus, the limitations of static assessment are magnified when used to assess the [] skills of children with severe disabilities, who frequently experience limited learning opportunities”
Dynamic Assessment and students with disabilities

“In a review of 15 Dynamic Assessment studies that used Pearson’s correlation coefficients to measure predictive validity of Dynamic Assessment, Caffrey, Fuchs, and Fuchs (2008) found that in general, Dynamic Assessment was predictive of subsequent performance, particularly when applied to students with disabilities rather than at risk or typically achieving students. In other words, children with disabilities were the most likely to show rapid learning gains when provided with appropriate supports which may be evidence that these children frequently are not provided with appropriate supports”.
Dynamic Assessment and Emergent Literacy

• Dynamic Assessment can be used to assess progress in emergent literacy, with specific assessment tasks or observational schedules

• Need to make sure we are providing appropriate teaching in between assessment periods to get results
Emergent Literacy Domains

- These are the four domains that we need to assess:
  - Print knowledge (alphabet knowledge, concepts about print)
  - Phonological awareness
  - Writing (invented spelling, name writing)
  - Oral language (grammar, vocabulary, narrative)

- The National Early Literacy Panel (2002) recommends we ensure achievements across all four of these domains.
Emergent Literacy Assessment

- The Bridge: A Portfolio Rating Scale (Pierce, Summer, & O’DeKirk, 2005)
- Classroom Literacy Environment Profile (Wolfersberger et al., 2004)
- Print concepts (Clay, 2000, adapted by Clendon & Erickson, 2004)
- Letter Name and Sound identification (Clendon & Erickson 2004)
- Developmental Writing Scale (Sturm, Cali, Nelson, & Staskowski, 2012)
OBSERVATIONS FOCUSED ON THE LITERACY LEARNER
The Bridge

- Student focused observational protocol
- A great option for students who don’t demonstrate the skills they have in a traditional assessment model
- Longer term rather than a snapshot
- Resources available from https://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment
FOUNDATIONS OF READING
### Original version

**Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)**

1. How does he/she handle/interact with books?

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Modified version (Sheldon, 2017)

**Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)**

<table>
<thead>
<tr>
<th>Physically handle/interact with books</th>
<th>Rips or mouths books and paper</th>
<th>Explores books with hands, stacks or bangs</th>
<th>Looks at book pages when shown</th>
<th>Browses book pages independently</th>
<th>Recognises book by its cover</th>
<th>Holds the book appropriately, unprompted</th>
<th>Independently studies books pages</th>
<th>Turns pages appropriately, paper or digital</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
### Original version

<table>
<thead>
<tr>
<th>2. How does interact with symbols/print?</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates a choice of story, song or rhyme using a picture, symbol, or object</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Modified version (Sheldon, 2017)

<table>
<thead>
<tr>
<th>Interact with print</th>
<th>Indicates enjoyment when being read to</th>
<th>Touches the page when exploring books</th>
<th>Beginning to recognise print</th>
<th>Frequently recognises print, such as pointing, touching, or looking at</th>
<th>Makes print to speech connection</th>
<th>Knows where to read on a page</th>
<th>Completes any part of a sentence by generating a word with a symbol, photo, sign, or gesture</th>
<th>Understands “concept of word” (1:1 correspondence of text to speech)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
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<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
Original version

Doesn't appear

Modified version (Sheldon, 2017)

<table>
<thead>
<tr>
<th>Direct and take ownership of shared literacy experiences</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reshapes literacy activities from an array of objects, photos, or symbols</td>
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<tr>
<td>Initiates a choice of story by selecting a book and sharing it to be read</td>
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</tr>
<tr>
<td>Communicates a choice of story or song using a picture, sign, or vocalisation</td>
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<tr>
<td>Directs the story or song to continue or cease using a symbol or sign</td>
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<tr>
<td>Communicates a choice of book topic or genre using a symbol or sign</td>
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<tr>
<td>Self-identifies as a reader</td>
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<tr>
<td>Comments on or shares opinions about the story using symbols</td>
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<td></td>
<td></td>
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</tbody>
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### Original version

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<thead>
<tr>
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<td></td>
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</tbody>
</table>

### Modified version (Sheldon, 2017)

<table>
<thead>
<tr>
<th>Interact with symbols during shared reading</th>
<th>Observes partner model the use of a symbol array</th>
<th>Recognizes 2-5 symbols regularly used by partner</th>
<th>Explores 2 or more symbols on array during reading</th>
<th>Uses multiple symbols to direct or comment on actions of partner</th>
<th>Uses AAC system to respond to partner</th>
<th>Uses AAC system to direct partner</th>
<th>Initiates using AAC to communicate about the book</th>
<th>Uses AAC to comment on the book or extend ideas in the book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

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Original version

 Doesn't appear

Modified version (Sheldon, 2017)

<table>
<thead>
<tr>
<th>Engage in the act or reading</th>
<th>Indicates awareness that someone is reading to him/her</th>
<th>Displays joint attention while being read to</th>
<th>Points to items on the page during shared reading</th>
<th>Labels or acts out story characteristics during shared reading</th>
<th>Points to people or objects related to the book during shared reading</th>
<th>Engages in parallel/solitary reading</th>
<th>Pretend reads to another, such as vocalising while turning pages and touching words, or activating recorded speech</th>
<th>Pretend reads from memory, paying attention to the printed word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<td>8</td>
</tr>
</tbody>
</table>
FOUNDATIONS OF WRITING
### Original version

**Foundations of Writing**

<table>
<thead>
<tr>
<th></th>
<th>Exploration</th>
<th>Using writing/drawing tools with beginning purpose</th>
<th>Exploring writing/drawing with greater purpose</th>
<th>Writing begins to look different from drawing</th>
<th>Writing looks more-writing-like</th>
<th>Disconnected scribble with letter-like forms and some recognizable letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td></td>
</tr>
</tbody>
</table>

**Modified version (Sheldon, 2017)**

<table>
<thead>
<tr>
<th>Draw/write (motor item)</th>
<th>Explores writing tools and materials, including mouthing and touching</th>
<th>Uses writing/drawing tools with beginning purpose</th>
<th>Uses writing/drawing with greater purpose</th>
<th>Generates a variety of shapes in drawings: lines, circles, etc.</th>
<th>Makes controlled marks showing left-to-right directionality</th>
<th>Writing looks different from drawing, makes marks only in areas designated for text</th>
<th>Generates disconnected scribble with letter-like forms &amp; recognisable letters</th>
<th>Writes and self-identifies some letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
5. How does __________ use print? (Cognitive/linguistic item)

<table>
<thead>
<tr>
<th>Uses symbols to communicate</th>
<th>Uses drawings to communicate meaning</th>
<th>Uses scribbles &amp;/or drawings to make signs, labels, lists</th>
<th>Uses mainly scribbles to &quot;write&quot; a letter, create a message, make a list</th>
<th>Uses many letter-like forms in scribble to tell a story, create a message, make a list</th>
<th>Uses many written words (developmental &amp; conventional spelling) to tell a story, create a message, make a list</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

**Modified version (Sheldon, 2017)**

<table>
<thead>
<tr>
<th>Use print (cognitive/linguistic item)</th>
<th>Explores accessible keyboards or letter boards to generate strings of random letters and characters</th>
<th>Selects letters with greater intentionality, such as generating strings of the same letter</th>
<th>Generates letters in word-like groupings with attention to spacing</th>
<th>Regularly generates text, may use word prediction some of the time</th>
<th>Generates letters to label or caption photos or drawings</th>
<th>Generates letters to &quot;write&quot; a letter, create a message, make a list</th>
<th>Selects letters, and words, with some connection to photo, list, message, or story</th>
<th>Generates many written words (some recognizable) to tell a story, create a message, make a list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
### Original version

Doesn't appear

### Modified version (Sheldon, 2017)

<table>
<thead>
<tr>
<th>Use symbolic language (AAC) to generate print</th>
<th>Observes symbol use modelled by communication partners</th>
<th>With scaffolding support, selects a symbol to make a choice</th>
<th>With scaffolding support, selects a symbol to make a comment to label or caption a photo</th>
<th>With scaffolding support, selects a symbol to describe a character or object</th>
<th>Uses AAC to logically complete an unfinished sentence or fill in a word</th>
<th>Uses AAC to identify an audience and a purpose, such as to write a message, make a list</th>
<th>Uses AAC to logically respond to text, such as describing a character</th>
<th>Uses AAC system to generate a simple story, create a message, make a list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>8</td>
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</tbody>
</table>

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|  |  |  |  |  |  |  |  |  |
### Original version

6. How does __________ write his name? (Motor & Cognitive item)

<table>
<thead>
<tr>
<th>Makes an inconsistent mark/scribble to represent their name</th>
<th>Makes a consistent mark/scribble to write their name</th>
<th>Makes letter like forms in scribble to write their name</th>
<th>Writes some letters to form name (not necessarily in order)</th>
<th>Writes name in recognizable form</th>
<th>Writes first and last names and/or other names</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Modified version (Sheldon, 2017)

<table>
<thead>
<tr>
<th>Write name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to a model of writing the student’s name with an accessible keyboard, pencil, or letterboard</td>
<td>1</td>
</tr>
<tr>
<td>Sometimes makes an inconsistent mark/scribble when asked to write name</td>
<td>2</td>
</tr>
<tr>
<td>Usually makes an inconsistent mark/scribble to write name</td>
<td>3</td>
</tr>
<tr>
<td>Makes a consistent letter-like form in scribble to write name</td>
<td>4</td>
</tr>
<tr>
<td>Makes a consistent letter-like form in scribble to write name</td>
<td>5</td>
</tr>
<tr>
<td>Writes a single recognisable letter or consistently selects correct first letter</td>
<td>6</td>
</tr>
<tr>
<td>Writes or selects some letters to form name (not necessarily in order)</td>
<td>7</td>
</tr>
<tr>
<td>Writes name in recognisable form, using an accessible pencil or letterboard</td>
<td>8</td>
</tr>
</tbody>
</table>
ALPHABET KNOWLEDGE
### Original version

#### Alphabet Knowledge

7. How does interact with/use letters of the alphabet?

<table>
<thead>
<tr>
<th>Explores and plays with alphabet materials</th>
<th>Knows that letters are different from pictures and shapes</th>
<th>Recognizes first letter in their name (says, writes, points to)</th>
<th>Recognizes other letters in their own and/or other’s names</th>
<th>Identifies specific letters in their own or other names</th>
<th>Identifies at least 10 letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Modified version (Sheldon, 2017)

#### Alphabet Knowledge

<table>
<thead>
<tr>
<th>Interact with and use letters of the alphabet</th>
<th>Explores and plays with alphabet materials</th>
<th>Enjoys alphabet materials of own favourite people, foods, items, activities</th>
<th>Knows that letters are different from pictures and shapes</th>
<th>Recognises first letter in name (says, writes, points to)</th>
<th>Associates specific letters with specific people or items</th>
<th>Recognises other letters in own and/or other’s names</th>
<th>Identifies specific letters in own or other names</th>
<th>Identifies at least 10 letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
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<td>8</td>
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</tbody>
</table>
PHONOLOGICAL / PHONEMIC AWARENESS
### Original version

**Phonological/Phonemic Awareness**

8. How does demonstrate phonological awareness?

<table>
<thead>
<tr>
<th>Participates in familiar sound and word play, songs, finger plays through visual cues &amp; imitation</th>
<th>Follows rhythmic beat of language and music</th>
<th>Identifies/names sounds in the environment</th>
<th>Repeats rhythmic patterns in poems and songs</th>
<th>Awareness that different words begin with the same sound</th>
<th>Identifies some initial letter sounds and/or makes some letter-sound matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

**Modified version (Sheldon, 2017)**

<table>
<thead>
<tr>
<th>Demonstrate phonological awareness</th>
<th>Alert to and curious about sounds in the environment</th>
<th>Enjoys music, songs, rhymes or word play</th>
<th>Connects or names sounds in the environment</th>
<th>Follows rhythmic beat of language and music</th>
<th>Repeats rhythmic patterns in poems and songs</th>
<th>Participates in familiar sound and word play, songs, with visual cues and imitation</th>
<th>Awareness that different words begin with the same sound</th>
<th>Identifies some initial letter sounds, makes some letter-sound matches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>8</td>
</tr>
</tbody>
</table>
### Original version

9. How does demonstrate phonemic awareness?

<table>
<thead>
<tr>
<th>Recognizes sounds of language by completing familiar rhymes</th>
<th>Plays with sounds of language by identifying and/or creating rhymes</th>
<th>Plays with sounds of language by substituting initial sounds and/or creating alliterative pairs</th>
<th>Can segment a sentence into words</th>
<th>Can segment and blend syllables (happy)</th>
<th>Can segment and blend onset-rime (b-ug=bug; r-ug=rug)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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</tr>
</tbody>
</table>

### Modified version (Sheldon, 2017)

<table>
<thead>
<tr>
<th>Demonstrate phonological awareness</th>
<th>Alert to and curious about sounds in the environment</th>
<th>Enjoys music, songs, rhymes or word play</th>
<th>Connects or names sounds in the environment</th>
<th>Follows rhythmic beat of language and music</th>
<th>Repeats rhythmic patterns in poems and songs</th>
<th>Participates in familiar sound and word play, songs, with visual cues and imitation</th>
<th>Awareness that different words begin with the same sound</th>
<th>Identifies some initial letter sounds, makes some letter-sound matches</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>
ORAL LANGUAGE
## Original version

### Oral Language (related to literacy activities)

10. How does interact during literacy-related activities?

<table>
<thead>
<tr>
<th>Vocalizes during literacy activities</th>
<th>Looks at, points to pictures, symbols, props</th>
<th>Labels pictures, actions</th>
<th>Makes comments, relates stories to personal experiences</th>
<th>Asks/answers questions about the story</th>
<th>Retells a simple story with a /activity in sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

## Modified version (Sheldon, 2017)

### Oral Language (related to literacy activities)

<table>
<thead>
<tr>
<th>Use oral language/AAC during literacy activities</th>
<th>Vocalises during literacy activities</th>
<th>Looks at, points to pictures, symbols, props</th>
<th>Labels pictures, actions with word approximations, signs, or symbols</th>
<th>Makes comments about the text using symbols or signs</th>
<th>Listens, and responds to a story for a specific purpose: “listen so you can…”</th>
<th>Relates stories to personal experiences (text to self connection)</th>
<th>Asks questions about text and stories</th>
<th>Retells a simple story with activity in sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
### Original version

11. How does engage in story telling/re-telling?

<table>
<thead>
<tr>
<th>Imitates actions, sound effects, words from stories</th>
<th>Spontaneously uses actions, sounds, words from familiar stories</th>
<th>Uses storybook language from familiar stories</th>
<th>Answers questions related to familiar stories</th>
<th>Predicts what might happen in unfamiliar stories</th>
<th>Tells an original, simple story</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Modified version (Sheldon, 2017)

<table>
<thead>
<tr>
<th>Engage in story-telling/re-telling</th>
<th>Enjoys personal experience stories, social scripts, videos, or remnant books</th>
<th>Shares personal experience books, etc., with others, e.g. pointing and waiting for a response</th>
<th>Participates in creating personal experience stories, etc., such as by selecting items or text to include</th>
<th>Initiates sharing remnant books, personal experience stories or social scripts</th>
<th>Initiates creating remnant books, personal experience stories or social scripts</th>
<th>Answers questions related to familiar stories</th>
<th>Predicts what might happen in unfamiliar stories</th>
<th>Tells an original, simple story using AAC and drawings or photos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>
Classroom literacy environment profile

- Classroom focused observational protocol
- A great way to look at the environment and literacy opportunities provided
- Designed to assess how print-rich a classroom is
- Two aspects addressed
  - Subscale 1 addresses the provisioning of the classroom with literacy tools
  - Subscale 2 addresses the arrangement of the classroom space, the teacher’s ability to gain the students’ interest in literacy events and sustain interactions with literacy tools
- Aimed to be used from Kindergarten through to Grade 6
Classroom Literacy Environment Profile

33 items, each assessed on a 7 point scale.

The authors estimate it will take 40 minutes to complete.
STRUCTURED AND SEMI-STRUCTURED ASSESSMENT TASKS
Print Concepts
Marie Clay’s Concepts About Print Test
Book orientation

- Pass the book to the child, holding it vertically by outside edge, spine towards the child.
- “Show me the front of this book”
The water splashed over the and over my feet too.
Print, not picture carries meaning

• “I’ll read this story. You help me. Show me where to start reading. Where do I begin to read?”
Directional rules

- “Show me where to start”
- “Which way do I go?”
- “Where do I go after that?”
Official Books for Concepts about Print

- Follow Me Moon
- No Shoes
- Sand
- Stones
Unofficial photo based versions for teens

The Moon
Based on a book by Marie Clay

At The Beach
Based on a book by Marie Clay
Unofficial high contrast versions for students with VI
Letter
Identification
(Letter names)
Letter Identification

- 5 – 6 letters per page
- Can be used via pointing or eye gaze or partner assisted scanning
- Upper case first
- If student identifies 8 upper case letters correctly, do lower case
Emergent Writing Assessment
The Developmental Writing Scale

• 14 point ordinal scale
• Qualitative writing levels from emergent to conventional writing, up to Australian Curriculum Grade 4
• Includes accommodations for students using alternative pencils
Transitional Literacy Assessment

Transitional literacy assessment with students with CCN

• Letter Sound task is from Clendon & Erickson (2004), Centre for Literacy and Disability Studies [www.med.unc.edu/ahs/clds](http://www.med.unc.edu/ahs/clds)

• Rhyme Identification Probe was adapted by Clendon (2019) from Gillon (2005)’s Rhyme Detection Probe.


• The Comprehension tasks were written by Farrall (2015) Jane Farrall Consulting [www.janefarrall.com](http://www.janefarrall.com)

• Developmental Writing Scale again ☺️
RESOURCES

- Two documents
  - Transitional Literacy Assessment Instructions
  - Transitional Literacy Assessment Student Record Sheet
- Assorted other words lists and PowerPoints and symbols
Section 1 – Letter Sound Identification Task


Procedure for both students with complex communication needs and verbal students with direct access or eye gaze:
- Set the student at ease by letting them know that you are going to play with letters and sounds.
- Teacher opens to the first page. Teacher says “point to xxx”. *xxx* is the most common sound for the letter.
- Repeat in the order on the score sheet until finished.

Procedure for students using partner assisted scanning:
- Set the student at ease by letting them know that you are going to play with letters and sounds.
- Teacher opens to the first page. Teacher says “is this one *xxx*” where *xxx* is the most common sound for the letter. Point to each of the letters until they say yes. Write down the one they selected and then move to the next letter.
- Repeat in the order on the score sheet until finished.
• Designed as a screening tool for teachers to use with school beginners
### 1 LETTER SOUND IDENTIFICATION

<table>
<thead>
<tr>
<th>Sound (say most common sound)</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>w</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
</tr>
<tr>
<td>k</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
</tr>
<tr>
<td>z</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td></td>
</tr>
</tbody>
</table>
**2 Concept of Word – Katie Book**

Scoring: 1 point for pointing correctly to every word in the sentence as it read; 1 point for naming or pointing to underlined words correctly.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Painting</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katie is walking in the rain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>She sees a big dog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The dog shakes water on Katie</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>/3</td>
<td>/6</td>
</tr>
</tbody>
</table>
TWO ERSI BOOKS UPDATED

• Tar Heel Reader
  • http://tarheelreader.org/2009/02/11/katie/
  • http://tarheelreader.org/2009/02/11/my-home/
Katie
Reed A. Booke
FINGER POINT READING MODIFICATIONS

- Run your finger along words and ask student to tell you when to stop.
- Count and tell you how many words are there.

Erickson & Koppenhaver (2014)
### 4 Concept of Word – My Home Book

Scoring: 1 point for pointing correctly to every word in the sentence as it is read; 1 point for naming or pointing to underlined words correctly.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Painting</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>My home is here, said the bird</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My home is here, said the frog</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My home is here, said the pig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My home is here, said the cat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My home is here, said the mouse, and in I go</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total | /5 | /2 |

**CONCEPT OF WORD**
### 3 Word Recognition - Basal Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Score</th>
<th>Word</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is</td>
<td></td>
<td>And</td>
<td></td>
</tr>
<tr>
<td>Come</td>
<td></td>
<td>Mother</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td></td>
<td>Make</td>
<td></td>
</tr>
<tr>
<td>Here</td>
<td></td>
<td>Work</td>
<td></td>
</tr>
<tr>
<td>like</td>
<td></td>
<td>Day</td>
<td></td>
</tr>
</tbody>
</table>

Total /10

### 6 Word Recognition - Decodable

<table>
<thead>
<tr>
<th>Word</th>
<th>Score</th>
<th>Word</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cap</td>
<td></td>
<td>Mop</td>
<td></td>
</tr>
<tr>
<td>Net</td>
<td></td>
<td>Led</td>
<td></td>
</tr>
<tr>
<td>Win</td>
<td></td>
<td>Dig</td>
<td></td>
</tr>
<tr>
<td>Bug</td>
<td></td>
<td>Job</td>
<td></td>
</tr>
<tr>
<td>Fat</td>
<td></td>
<td>Mud</td>
<td></td>
</tr>
</tbody>
</table>

Total /10
WORD RECOGNITION – STANDARD ADMINISTRATION

Basal Words

is
come
good
here
like
and
mother
make
work
WORD RECOGNITION – ADAPTED ADMINISTRATION
make

male

main

made
### 5 Phonemic Awareness

**Scoring:** See scoring below

<table>
<thead>
<tr>
<th>Word</th>
<th>Student spelling</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Picking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Side</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dress</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peeked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lamp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Road</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>42</td>
</tr>
</tbody>
</table>
One point is awarded for each phoneme represented by an appropriate letter. Examiners will need to interpret spellings if no example below matches student’s attempt. Phonemes represented out of order are not awarded points. Note maximum points per word varies from 3 to 4.

<table>
<thead>
<tr>
<th>Word</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back</td>
<td>B, BN</td>
<td>BC, BK, BA, BAE, BIC, BOC</td>
<td>BAC, BAK, BAKE, BACK</td>
<td></td>
</tr>
<tr>
<td>Feet</td>
<td>F, FA</td>
<td>FT, FE, FIT</td>
<td>FET, FEAT, FETE, FEET</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>S, C, SOT</td>
<td>ST, CP, SA, SE</td>
<td>STP, SAP, CAP, STIP</td>
<td>STAP, STEP</td>
</tr>
</tbody>
</table>

Which word ends the same as fish? Ball, dish, log
Which word rhymes with fish? Ball, dish, log
Here is my friend mouse. Mouse likes pictures that start with /m/. What starts with /m/? mat, dog, book
• Two simple texts from Tar Heel Reader

• I like animals
  http://tarheelreader.org/2015/08/30/i-like-animals-6/

• I want
  http://tarheelreader.org/2016/09/26/i-want-6/

• Questions need both knowledge of the text and knowledge of the world to answer. Some knowledge can come from the pictures as is appropriate at this stage.
I like animals
Jamin
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell me one animal that the person likes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(one of elephants, birds, monkeys, wallabies, lions, tigers, dingoes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell me another animal they like (a different answer from the list above)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What food does the author like to eat? (bananas)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do animals like this food too? (yes)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you tell me somewhere that you might find one of the animals in the book? (any correct answer will do)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total |       | 5     |
WRITING

Developmental Writing Scale again 😊
# B’S ASSESSMENT RESULTS

<table>
<thead>
<tr>
<th>Scores</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Sounds</strong></td>
<td>26 /26</td>
</tr>
<tr>
<td><strong>Concept of Word total score:</strong></td>
<td>16 /16</td>
</tr>
<tr>
<td><strong>Individual task scores:</strong></td>
<td></td>
</tr>
<tr>
<td>Katie</td>
<td>9 /9</td>
</tr>
<tr>
<td>My home</td>
<td>7 /7</td>
</tr>
<tr>
<td><strong>Phonological Awareness Total Score:</strong></td>
<td>13 /20</td>
</tr>
<tr>
<td><strong>Rhyme Detection Score:</strong></td>
<td>4 /10</td>
</tr>
<tr>
<td><strong>Phoneme Matching Score:</strong></td>
<td>9 /10</td>
</tr>
<tr>
<td><strong>Phoneme Awareness</strong></td>
<td>28 /42</td>
</tr>
<tr>
<td><strong>Word Recognition</strong></td>
<td></td>
</tr>
<tr>
<td>Basal</td>
<td>10 /10</td>
</tr>
<tr>
<td>Decodable</td>
<td>9 /10</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>9 /10</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Score8 /14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>135 /148</td>
</tr>
</tbody>
</table>
### B’S ASSESSMENT RESULTS

<table>
<thead>
<tr>
<th>Item</th>
<th>Letter Sounds</th>
<th>Concept of word</th>
<th>Phonological awareness total</th>
<th>Rhyme detection</th>
<th>Phoneme Matching</th>
<th>Phoneme Awareness</th>
<th>Word Recognition</th>
<th>Basal words</th>
<th>Decodable words</th>
<th>Comprehension</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>26</td>
<td>16</td>
<td>16</td>
<td>9</td>
<td>7</td>
<td>28</td>
<td>17</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>%</td>
<td>100%</td>
<td>100%</td>
<td>80%</td>
<td>90%</td>
<td>70%</td>
<td>67%</td>
<td>85%</td>
<td>100%</td>
<td>90%</td>
<td>90%</td>
<td>88%</td>
</tr>
<tr>
<td>Item</td>
<td>Letter Sounds</td>
<td>Concept of word</td>
<td>Phonological awareness total</td>
<td>Rhyme detection</td>
<td>Phoneme Matching</td>
<td>Phoneme Awareness</td>
<td>Word Recognition</td>
<td>Basal words</td>
<td>Decodable words</td>
<td>Comprehension</td>
<td>Writing</td>
</tr>
<tr>
<td>------------</td>
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<td>---------------</td>
<td>---------</td>
</tr>
<tr>
<td>Score</td>
<td>26</td>
<td>16</td>
<td>13</td>
<td>6</td>
<td>7</td>
<td>24</td>
<td>17</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
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<td>100%</td>
<td>65%</td>
<td>60%</td>
<td>70%</td>
<td>57%</td>
<td>85%</td>
<td>90%</td>
<td>80%</td>
<td>90%</td>
<td>55%</td>
</tr>
</tbody>
</table>
# D1 & D2's Results

## D1

<table>
<thead>
<tr>
<th>Item</th>
<th>Letter Sounds</th>
<th>Concept of word</th>
<th>Phonological awareness total</th>
<th>Rhyme detection</th>
<th>Phoneme Matching</th>
<th>Phoneme Awareness</th>
<th>Word Recognition</th>
<th>Basal words</th>
<th>Decodable words</th>
<th>Comprehension</th>
<th>Writing</th>
<th>Score</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>25</td>
<td>16</td>
<td>14</td>
<td>5</td>
<td>9</td>
<td>13</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>96%</td>
<td>100%</td>
<td>70%</td>
<td>50%</td>
<td>90%</td>
<td>31%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>40%</td>
<td>44%</td>
<td></td>
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</tr>
</tbody>
</table>

## D2

<table>
<thead>
<tr>
<th>Item</th>
<th>Letter Sounds</th>
<th>Concept of word</th>
<th>Phonological awareness total</th>
<th>Rhyme detection</th>
<th>Phoneme Matching</th>
<th>Phoneme Awareness</th>
<th>Word Recognition</th>
<th>Basal words</th>
<th>Decodable words</th>
<th>Comprehension</th>
<th>Writing</th>
<th>Score</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>26</td>
<td>14</td>
<td>18</td>
<td>9</td>
<td>9</td>
<td>18</td>
<td>19</td>
<td>10</td>
<td>9</td>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>%</td>
<td>100%</td>
<td>88%</td>
<td>90%</td>
<td>90%</td>
<td>90%</td>
<td>43%</td>
<td>95%</td>
<td>100%</td>
<td>90%</td>
<td>30%</td>
<td>55%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Conventional Literacy Assessment

Conventional literacy assessment with students with CCN
PART I

Programmatic and Theoretical Underpinnings of Whole-to-Part Approach to Assessment
THEORETICAL UNDERPINNINGS

PROFICIENT READING

Reading Silently with Comprehension
Silent Reading Comprehension

- Word Identification
- Language Comprehension

Print Processing
Beyond Word Identification
PART II
TEST ADMINISTRATION:
UNDERSTANDING INDIVIDUAL INSTRUCTIONAL NEEDS

Compare performance across the areas reflected in the Whole-to-Part Model
INFORMAL READING INVENTORY
• Pre-Primer
• Primer
• Grade 1
• Grade 2
• Grade 3
• Grade 4
• Grade 5
• Grade 6

• Grade 7
• Grade 8
• Grade 9
• Grade 10
• Grade 11
• Grade 12
STAGE 1 DIAGNOSIS

- What is preventing this student from reading with comprehension one level higher?
- Use any informal reading inventory
  - graded word lists
  - graded passages with questions
- Compare student’s performance across:
  - Word Identification
  - Listening Comprehension
  - Silent Reading Comprehension
THE BASICS OF THE ASSESSMENT PROCESS
ASSESSING WORD IDENTIFICATION

• Automatic Word Identification (Flash):
  • Assessed using words from graded word lists printed on index cards.
  • Words are flashed for less than 1/3 of a second.
  • 1 point for each word read when flashed.

• Mediated Word Identification (Analysis):
  • Assessed using words that were not read accurately in the flash mode.
  • Students can look at word for 3-5 seconds.
  • 1/2 point for each word read with analysis.
  • 17 point total to go on to next level.
WORD IDENTIFICATION ASSESSMENT MODIFICATIONS

- Use Words
  - Provide 4 words that are visually similar to target word.
  - Say, but don’t show, the target word.
  - Ask, “Show me the word I just said.”
  - Problem: you provide speech, and student links it to print rather than the reverse which children without disabilities are doing.
  - Better than nothing!
SILENT READING COMPREHENSION

- Assess using graded passages from the Informal Reading Inventory.
- Ask student to read the passage “to yourself”
- Take the passage away from the student when finished reading
- Ask the student questions orally and write down oral responses
- Go up and down levels until you reach the highest level at which student is 80% accurate with questions.
LISTENING COMPREHENSION

- Assess using graded passages from the Informal Reading Inventory.
- Read the passage aloud a single time with good, clear intonation.
- Ask the student questions orally and write down oral responses.
- Go up and down levels until you reach the highest level at which student is 80% accurate with questions.
LISTENING/READING COMPREHENSION ASSESSMENT MODIFICATIONS

- Write multiple-choice answers to IRI questions.
  - Difficulty is determining plausible, but not confusing, alternatives.
- After reading questions aloud, read possible responses aloud.
- Ask, “Show me the best answer.”
PART III
INTERPRETING ASSESSMENT RESULTS TO MAKE INDIVIDUALIZED DECISIONS
WHAT YOU WILL DO WITH THE INFORMAL READING INVENTORY

• Use the Word Lists to assess:
  Word Identification
• Use the passages to assess:
  Listening Comprehension
• Use the passages to assess:
  Silent Reading Comprehension

You will end up with THREE scores to compare.
COMPARE PERFORMANCE ACROSS THE COMPONENTS AND MAKE DECISIONS ABOUT INSTRUCTION AND THE USE OF ASSISTIVE TECHNOLOGIES.
## ASSESSMENT SUMMARY

<table>
<thead>
<tr>
<th>Whole Part</th>
<th>Measure</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Listening to IRI passages</td>
<td>Highest level = 80%</td>
</tr>
<tr>
<td>Words</td>
<td>Flash &amp; mediated on Ppt slides</td>
<td>Highest level = 17 total pts.</td>
</tr>
<tr>
<td>Print processing</td>
<td>(Indirect) Silent reading of IRI passages</td>
<td>Highest level = 80%</td>
</tr>
<tr>
<td>Whole Part</td>
<td>Measure</td>
<td>Criterion</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Language</td>
<td>Listening to IRI passages (4 choices)</td>
<td>Highest level = 80%</td>
</tr>
<tr>
<td>Words</td>
<td>Mediated only (4 choices)</td>
<td>Highest level = 18 total pts.</td>
</tr>
<tr>
<td>Print processing</td>
<td>(Indirect) Silent reading of IRI passages (4 choices)</td>
<td>Highest level = 80%</td>
</tr>
</tbody>
</table>
INTERPRETING THE ASSESSMENT

Using the Information to Improve Instruction
DETERMINE THE CEILING

• If word i.d. is lowest, then it is the ceiling.
• If listening comprehension is the lowest, then language comprehension is the ceiling.
• If silent reading comprehension is the lowest, print processing is the ceiling.
• If there is a tie for lowest, and listening comprehension:
  • Is involved, language comprehension is the ceiling.
  • Is not involved, word identification is the ceiling.
ADDITIONAL ASSESSMENT TOOLS
DEVELOPMENTAL SPELLING TEST

Also called Monster Test

Ferroli & Shanahan (1987)
<table>
<thead>
<tr>
<th>BACK</th>
<th>I WENT BACK TO THE SCHOOL.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mail</td>
<td>I sent a letter through the mail.</td>
</tr>
<tr>
<td>Lake</td>
<td>We went rowing on the lake</td>
</tr>
<tr>
<td>Stick</td>
<td>The glue will make the paper stick.</td>
</tr>
<tr>
<td>Feet</td>
<td>I have shoes on my feet.</td>
</tr>
<tr>
<td>Light</td>
<td>During the day it is light.</td>
</tr>
<tr>
<td>Sink</td>
<td>I washed the dishes in the sink.</td>
</tr>
<tr>
<td>Dress</td>
<td>The girl wore a new dress to the party.</td>
</tr>
<tr>
<td>Peeked</td>
<td>I peeked into the room to see if anyone was there.</td>
</tr>
<tr>
<td>Side</td>
<td>You can sit on the side of the oval.</td>
</tr>
<tr>
<td>Test</td>
<td>The students were given a test.</td>
</tr>
<tr>
<td>Dragon</td>
<td>A dragon is an imaginary animal.</td>
</tr>
</tbody>
</table>
DEVELOPMENTAL SPELLING STAGES

• Print has meaning (emergent writing) – scribble, numbers, letter-like strings, letters
• Visual Cue – read/spell in environmental context, tuned to distinctive visual features
• Phonetic Cue – sound it out, “glue to print” (initial sound, initial + final, initial, medial + final)
• Transitional – rule based e.g. putting past tense on every verb
• Conventional
PROGRESS MONITORING WITH CLOZE
PROGRESS MONITORING WITH CLOZE

- Leave the first 2 sentences.
- Delete approximately every 5th word
- Provide a choice of 3 words
  - One that's correct
  - One that's the same part of speech (e.g., verb, adjective)
  - One that's the same length.
- Print off and put it into the book.
- 15 or more blanks (more confidence in your findings)
- Aiming for:
  - 65-70% unfamiliar book
  - 80-85% familiar book
  - Wouldn’t expect any student to be 100% on a Maze task.
- Don’t do more than once per week.

Erickson
Writing Assessment

The Developmental Writing Scale
THE GROVE EDUCATION CENTRE

• provides personalised and inclusive learning experiences for each child and young person.

• a collaborative school community committed to working in partnership with families, staff and stakeholders to support each student to achieve to their highest potential.
WRITING AT THE GROVE

2019 – 2021 Site Improvement Plan Focus
“We will implement a common evidence based approach to daily writing instruction in every classroom. Specifically we will use explicit teaching strategies, designing, reviewing and implementing targeted mini lessons.”
<table>
<thead>
<tr>
<th>Year</th>
<th>Target Percentage</th>
<th>2018 Cohort Improvement</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>50%</td>
<td>50%</td>
<td>Developmental Writing</td>
</tr>
<tr>
<td>2020</td>
<td>55%</td>
<td>55%</td>
<td>Writing Scale</td>
</tr>
<tr>
<td>2021</td>
<td>60%</td>
<td>60%</td>
<td>Writing Scale</td>
</tr>
</tbody>
</table>
THE DEVELOPMENTAL WRITING SCALE: A NEW PROGRESS MONITORING TOOL FOR BEGINNING WRITERS

- 14 point ordinal scale
- Qualitative writing levels from emergent to conventional writing, up to Australian Curriculum Grade 3
- Includes accommodations for students using alternative pencils
Emergent

1 DRAWING
Lines and curves that appear to represent objects.

2 SCRIBBLING
Continuous vertical, circular or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognisable as letters. Not observable with an alternative pencil.

3 LETTER STRINGS, NO GROUPS
Handwritten or typed strings of letters but not grouped into words.

Conventional

4 LETTER STRINGS, GROUPED INTO WORDS
Strings of letters grouped into words ie with spaces between at least two groups of letters but with no intelligible words.

5 ONE INTELLIGIBLE WORD
Strings of letters grouped into "words" with only one possible real word (ie two or more letters in length) set apart, written repeatedly or embedded in a string of letters.

6 TWO TO THREE INTELLIGIBLE WORDS
Two or three different intelligible words embedded in strings, separated by spaces or in a list format. Single letter words such as "I" and "a" must be separated by spaces to count as a word.

7 THREE OR MORE DIFFERENT INTELLIGIBLE WORDS IN A LIST
Three or more related words.

8 PARTIAL SENTENCE OF MORE THAN THREE WORDS
More than three different intelligible words with at least two of them a partially formed sentence.

9 ONE TO TWO COMPLETE SENTENCES
Sentences have a subject phrase and a verb phrase. End punctuation is not necessary.

Transitional

10 THREE OR MORE UNRELATED SENTENCES (NEITHER COHERENT OR COHESIVE)
Sentences have no coherent topic.

11 THREE OR MORE RELATED SENTENCES (COHERENT BUT LIMITED COHESION)
Organised writing with three or more sentences on a coherent topic but with limited cohesion between sentences (ie sentences can be reordered without changing meaning).

12 THREE OR MORE RELATED SENTENCES THAT CANNOT BE REORDERED (COHERENT AND COHESIVE)
Organised writing with a coherent topic (ie on a consistent theme) and use of cohesive devices (eg pronoun replacement, logical connectors, conclusions that refer to prior content) across three or more sentences so that sentences cannot be reordered without changing meaning.

13 TWO COHERENT PARAGRAPHS OF AT LEAST THREE SENTENCES EACH

14 THREE OR MORE COHERENT PARAGRAPHS OF AT LEAST THREE COHESIVE SENTENCES EACH

1
1. DRAWING

Description

• Lines and curves that appear to represent objects

Accommodations

• Selection of a picture by a child who cannot hold a traditional pencil or marker.
FOR STUDENTS WHO DON'T HOLD A PENCIL

• Ask them “which side do I read”?
• If they point at the picture they are still at level 1

This is Olivia. She is good at lots of things.
2. SCRIBBLING

Description
• Continuous vertical, circular, or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognizable as letters.

Accommodations
• If a child uses a keyboard, this level would not be used.
3. LETTER STRINGS (NO GROUPS)

Description

• Handwritten or typed strings of letters but not grouped into words. Examples:
  tttttt
  kshpppns

Accommodations

• Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
4. LETTER STRINGS GROUPED IN WORDS

Description

- Strings of letters grouped into “words” (i.e., with spaces between at least two groups of letters) but with no intelligible words.
  Example: iLCR6a iLKVKC CPRSB WRKe BRKe

Accommodations

- Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
5. ONE INTELLIGIBLE WORD

Description

• Strings of letters grouped into “words,” with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters. Example: IMPICOTheC (I am playing outside on the swing.)

Accommodations

• Word bank or word prediction software
6. TWO TO THREE INTELLIGIBLE WORDS

Description

- Two or three different intelligible words embedded in strings, separated by spaces, or in a list format. Single letter words such as “I” and “a” must be separated by spaces to count as an intelligible word. Example: IYKTOSMNTHETR (I like to swim under the water.)

Accommodations

- Word bank or word prediction software
7. THREE OR MORE DIFFERENT INTELLIGIBLE WORDS IN A LIST

Description

- Three or more related words. Example:
- Lions Detroit football

Accommodations

- Word bank or word prediction software
8. PARTIAL SENTENCE OF MORE THAN THREE WORDS

Description

• More than three different intelligible words, with at least two of them in a partially formed sentence (i.e., grammatically related parts of a phrase, clause, or sentence). Example: MYDADDYWASLIEGAGARILA (My daddy was like a gorilla.)

Accommodations

• Word bank or word prediction software
9. ONE TO TWO COMPLETE SENTENCES

Description

- Sentences have a subject phrase and a verb phrase. End punctuation is not necessary. Example:
  I am hpe Easter is here. I cw the Easter bnny.
  (I am happy Easter is here. I saw the Easter bunny.)

Accommodations

- Word bank or word prediction software
10. THREE OR MORE UNRELATED SENTENCES (NEITHER COHERENT NOR COHESIVE)

Description

- Sentences have no coherent topic (i.e., sentences are not related)
- I play a game. I went to my friend house. I went to get an egg to eat. I went to chansh on Sunday. I kiss my momer sun day. I can walk my dog. I sat in my house. I went to the saing in ring.

Accommodations

- Word bank or word prediction software
11. THREE OR MORE RELATED SENTENCES (COHERENT BUT LIMITED COHESION)

Description

- Organized writing with three or more sentences on a coherent topic but with limited cohesion between sentences (i.e., sentences can be reordered without changing meaning). Example: Frogs are eggs. Frog are cool. I no how a frog grows egg then grow mory. Frog eat lot of things that we don't eat like bugs. I want a frog to play with. I thak frogs are mumloss because thae swim.

Accommodations

- Word bank or word prediction software
<table>
<thead>
<tr>
<th>Description</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Organized writing with a coherent topic (i.e., on a consistent theme) and use of cohesive devices (e.g., pronoun or synonym replacement, logical connectors, subordinating conjunctions, conclusions that refer to prior content) across three or more sentences so that sentences cannot be reordered without changing meaning</td>
<td>• Word bank or word prediction software</td>
</tr>
</tbody>
</table>
13. TWO COHERENT PARAGRAPHS OF AT LEAST THREE COHESIVE SENTENCES EACH

Description

• Organized writing with a coherent main topic and two cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each

Accommodations

• Word bank or word prediction software
14. THREE OR MORE COHERENT PARAGRAPHS OF AT LEAST THREE COHESIVE SENTENCES EACH

Description
- Organized writing with a coherent main topic and at least three cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each

Accommodations
- Word bank or word prediction software
## Developmental Writing Scale

(Jurn et al., 2012)

<table>
<thead>
<tr>
<th>Writing</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direction</strong></td>
<td>The student should see their regular classroom pencil for the writing samples e.g. rip chart, keyboard, pencil. Make a note of any writing supports available to the student during the writing sample e.g. word prediction, word wall etc. Set a purpose for writing in conjunction with the student. Offer them a choice of pictures or topics to write about. How say: &quot;What would you like to write about?&quot; Encourage them to write. Use the phrase &quot;tell me more&quot; to encourage more writing. Do not assist them with selecting language for writing or spelling. When they have finished writing ask them to add their name to the writing (and date if feasible). You should also ask if they student doesn’t. Add your own notes to the back of the writing sample e.g. translation of what the writing says, any other comments such as: don’t use word wall even though it was available. Please don’t write on the front of the writing sample as it could influence rating on the scale. For all students please make sure that you have at least one sample with an alternative pencil e.g. keyboard or rip chart. For students above level 6, if you submit a handwriting sample, please also submit a typed sample. Use the Developmental Writing Scale (Jurn et al., 2012) to score the sample. Handwriting samples are optional for all students. Please submit these samples collected in the three weeks before the moderation.</td>
</tr>
<tr>
<td><strong>Scoring</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Method of Writing</strong></td>
<td>Pencil/Pen, Standard Keyboard, Adapted Keyboard, Onscreen Keyboard, Eye Gaze Frame, Print Rip Chart, AAC Device, Other, Other.</td>
</tr>
</tbody>
</table>

Attach writing samples to this page.
• The student should use their regular classroom pencil(s) for the writing samples e.g. Flip chart, keyboard, pencil.

• Make a note of any writing supports available to the student during the writing sample e.g. Word prediction, word wall, etc.

• Set a purpose for writing in conjunction with the student. Offer them a choice of pictures or topics to write about.

• Now say “what would you like to write about this? Encourage them to write. Use the phrase “tell me more” to encourage more writing.

• Do not assist them with selecting language for writing or spelling. When they have finished writing ask them to add their name to the writing (and date if feasible). You should add date if student doesn’t.

• Add your own notes to the back of the writing sample e.g. Translation of what the writing says, any other comments such as “didn’t use word wall even though it was available”. Please don’t write on the front of the writing sample as it can influence rating on the scale.

• For all students please make sure that you have at least one sample with an alternative pencil e.g. Keyboard or flip chart. For students above level 6, if you submit a handwriting sample, please also submit a typed sample. Use the Developmental Writing Scale (Sturm et al, 2012) to score the sample. Handwriting samples are optional for all students.
WRITING MODERATION AT THE GROVE

- Occurs in term 3 of each school year
- Class teachers collect writing samples
- Samples are presented in a staff meeting to all staff – teachers and school support officers
- Writing samples are rated using the Developmental Writing Scale
- 3 samples per student, collected in the three weeks before moderation
- 2019 is the fourth year of school-wide moderation
- In 2015 individual teachers rated samples
- Prior to 2015 no school-wide writing assessment was completed
In general, the score assigned to the sample is the one that best fits the description at a particular level.

If there is a debate between two levels, assign the lower level being considered.

The score should focus on the nature of the student’s writing (or prewriting) and not the spatial placement of text on a page (e.g., paragraph spacing, indentation, or margins). The concepts of word, sentence, and paragraph represented in this scale are meant to be primarily linguistic in nature. Look beyond technical accuracy when assigning scores. Examples:

- If a student produces one large paragraph, examination may reveal that three cohesive and coherent subsections are present and a Level 14 is the best score;
- Another student might have a true word (e.g., the) embedded within random letters. This student would be assigned a Level 5. If the same word is repeated in a list format (e.g., dog, dog, dog) the student also would be assigned a Level 5.
- Student names at the top of the page (denoting who wrote it) are not counted; however, student names in the body of the text are scored on the scale.
- Scorers also need to consider their judgement of word intelligibility. DWS scoring allows examiners to use graphic content, such as hand-drawn pictures or pictures selected from a picture bank, to support “reading” of the student’s text. A caution is that examiners should use graphic content only (i.e., context embedded in the work to communicate with an absent audience) to aid in interpreting children’s text.
- Scorers should avoid being influenced by additional context provided orally by the student from the author’s chair or in face-to-face communication about the work because such context would not be available to an absent audience. The scoring should be based on the messages that can be gleaned by a remote audience assessing the writing only, and not oral or gestural communication.
2019 Writing Samples

LET’S MODERATE
In general, the score assigned to the sample is the one that best fits the description at a particular level.

If there is a debate between two levels, assign the lower level being considered.

The score should focus on the nature of the student's writing (or prewriting) and not the spatial placement of text on a page (e.g., paragraph spacing, indentation, or margins). The concepts of word, sentence, and paragraph represented in this scale are meant to be primarily linguistic in nature. Look beyond technical accuracy when assigning scores. Examples:

- If a student produces one large paragraph, examination may reveal that three cohesive and coherent subsections are present and a Level 14 is the best score;

- Another student might have a true word (e.g., the) embedded within random letters. This student would be assigned a Level 5. If the same word is repeated in a list format (e.g., dog, dog, dog) the student also would be assigned a Level 5.

- Student names at the top of the page (denoting who wrote it) are not counted; however, student names in the body of the text are scored on the scale.

- Scorers also need to consider their judgement of word intelligibility. DWS scoring allows examiners to use graphic content, such as hand-drawn pictures or pictures selected from a picture bank, to support "reading" of the student's text. A caution is that examiners should use graphic content only (i.e., context embedded in the work to communicate with an absent audience) to aid in interpreting children's text.

- Scorers should avoid being influenced by additional context provided orally by the student from the author's chair or in face-to-face communication about the work because such context would not be available to an absent audience. The scoring should be based on the messages that can be gleaned by a remote audience assessing the writing only, and not oral or gestural communication.
Literacy Intervention
Guided by the Developmental Writing Scale
LITERACY INTERVENTION GUIDED BY THE SCALE

- Once you know what level a student is at, this helps you to determine the instruction they need.
Let's Write
GUIDELINES FOR SUPPORTING STUDENTS AT DIFFERENT LEVELS

These guidelines are provided to help people think about how to write with students at different levels of writing. They are simply a guide to good practice. We recognize that they cannot be absolute or prescriptive as there are a lot of variables involved — but we hope they are helpful.

Supporting writers who are at Level 1 on the Developmental Writing Scale
Level 1 writers don't yet know they are a writer and/or they don't understand that there is a difference between print and pictures. They need an opportunity to articulate with print and hence attribute meaning and assume competence — which means they have that print has meaning and that text is a code for speech. We also give them lots of positive reinforcement because they need to develop a strong self-image of themselves as a writer. Students of this level are also often receptive communicators.

The procedure is:
1. Select a topic for writing — often we use the activity or game that the student is currently engaged with.
2. Get the student to use the flip chart or other writing tool to select letters, record or write down the letters as they choose them.
3. Use the student's AAC to articulate meaning — follow-up any indications they might make in articulating meaning themselves.
4. Write the indicated meaning under their writing and point out any articulations/indicators. Give them lots of positive encouragement for writing.
5. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.

A demonstration video for this level is available at https://www.youtube.com/watch?v=V5vX88VHw9I

Supporting writers who are at Levels 3, 4 and 5 on the Developmental Writing Scale
Once students know they are a writer and they can identify in a level which side do I need? they move up to Level 3 on the Developmental Writing Scale. (Students who are using a flip chart or other alternative pencil level 2 on the scale)

The procedure is:
1. Identify the topic/issue e.g. photos of who is doing something. Use their AAC to talk about the photos.
2. Discuss the photos using comprehension AAC systems — call them if they have something to say about the photos/activity. If they don't model something you might say, and then have them if they have something to say. For verbal students — get them to discuss what they are going to write about. Agree so something they are writing with the student. If you don't get any language selected or generated then move onto the next step.
3. Define the student to use the flip chart or other writing tool to select letters, record or write down the letters as they choose them.
4. Write the target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like “now let me show you how I would write...”.
5. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.

Once a student is at level 3 we work on modeling and talking about the use of spaces through the day to help them move up to level 4.
Once a student is at level 4, we are recording initial sounds in words to help them move towards levels 5 and 6.

A demonstration video for the level is available at https://www.youtube.com/watch?v=5HRw37_Jm50

Supporting writers who are at Levels 6, 7, 8 and 9 on the Developmental Writing Scale
For conventional writers, we can make sure that we activate some background knowledge and model writing before asking the student to write. Evidence shows that modeling good writing helps students to become better writers. We can also find different strategies during these mini-lessons. We might focus “taking our lead” or “being the world set” or “extending it” or other features of writing. We don’t teach spelling during writing and at the level we don’t focus on making letters or punctuation — but we do continue to focus on how to space the words. Make sure you focus on the content that a student needs to learn — for example, many students need to learn to use first person pronouns.

The procedure is:
1. Always begin with a mini-lesson, modeling writing yourself in a similar writing task to the students. Use this as an opportunity to model different aspects of writing e.g. labeling ideas, using verb word, sounding words out, writing more, etc.
2. Give the student an appropriate writing stimulus e.g. photos, videos.
3. Ask the student to write. Students of these levels are generally eager to begin to write and given a stimulus often 3-5 words long.
4. As students are writing, move around and confer with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this task.
5. If needed provide scaffold to help support them in the writing process e.g. ideas for the words they are writing or rewording the sentence onto a DGS switch.
6. Continue to move around and support students with writing. Students do not know how to spell a word, encourage them to write down every sound they can hear on the next word. Do not correct spelling or word order, etc.
7. Then we work with the next sentence of the writing, providing lots of positive feedback, particularly around the areas focused on in the mini-lesson, and if needed writing a “translation” on the back of their work or on a post-it note as appropriate.

A demonstration video for the level is available at https://www.youtube.com/watch?v=7wNg3wR4Alk

# Writing in Our Classroom – Guidelines

## Writing Procedure

**1. Attribute meaning and assume competence**

1. Select a topic for writing – may use the activity or game that the student is currently engaged with.
2. Get the student to use a writing tool (e.g. sensory pencil or flip chart) to select letters; record or write down the letters as they choose them.
3. Use the student’s AAC system to attribute meaning - follow up any indications they might make in attributing meaning themselves.
4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing.
5. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.

## Emergent

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DWS</strong></td>
<td><strong>STUDENTS</strong></td>
<td><strong>STUDENTS</strong></td>
<td><strong>STUDENTS</strong></td>
<td><strong>STUDENTS</strong></td>
</tr>
<tr>
<td></td>
<td>Beginning to learn that they are a writer. Also learning that print has meaning and that text is a code for speech. Also learning that there is a difference between print and picture.</td>
<td>See themselves as a writer, attributing their own meaning. Can identify in a book when asked ‘which side do I read’. Generating letter strings.</td>
<td>Generating letter strings, with at least two groups separated by spaces and no intelligible words.</td>
<td>Strings of letters with only one intelligible word, two or more letters in length. Spaces may stop being used at this stage.</td>
</tr>
<tr>
<td><strong>LEARNING GOAL</strong></td>
<td>Student to develop a belief they are a writer through us attributing meaning and assuming competence.</td>
<td>Understand that print has meaning and text is a code for speech.</td>
<td>Learn the difference between print and picture.</td>
<td></td>
</tr>
<tr>
<td><strong>WRITING TOOL</strong></td>
<td><strong>Attribute meaning and assume competence</strong></td>
<td></td>
<td></td>
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<tr>
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<td>1. Establish topic/purpose e.g. photo of child doing something. Use their AAC system to talk about this yourself.</td>
<td>2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don’t, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don’t get any language selected or generated, then move onto the next step.</td>
<td>3. Get the student to use the flip chart, or other writing tool, to select letters. Record or write down the letters as they choose them.</td>
<td></td>
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<td>2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don’t, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don’t get any language selected or generated, then move onto the next step.</td>
<td>4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like “now let me show you how I would write it...”</td>
<td>5. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.</td>
<td></td>
</tr>
<tr>
<td>DWS</td>
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<td>CONVENTIONAL</td>
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<td>STUDENTS Write two to three intelligible words (6) or a list of two to three words (6). Spaces may not be used.</td>
<td>STUDENTS Write three or more related sentences – neither coherent nor cohesive. End punctuation required.</td>
<td></td>
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</tr>
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<td>STUDENTS Write partial sentence of more than three words, spaces may not be used.</td>
<td>STUDENTS Write three or more related sentences – coherent but limited cohesive.</td>
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<td>STUDENTS Write one to two complete sentences with spaces. End punctuation and capitals not required.</td>
<td>STUDENTS Write three or more coherent paragraphs of at least three cohesive sentences each</td>
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<td>Writing Stories Mini lessons – Writing is about telling stories, true and made up; editor’s checklist; adding more; titles; beginning, middle and end; other ending punctuation; informational pieces and mind mapping; writing across a number of days and publishing.</td>
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</tbody>
</table>

**LEARNING GOAL:**
Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons- we might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn. We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.

1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.
2. Give the student an appropriate writing stimulus e.g. photo, video.
3. Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.
4. As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
5. At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BigMack switch.
6. Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.
7. Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.

**STUDENT:**
One good sentence written independently Mini Lesson 1 – focus on 3 to 5 word sentences and finger spaces. Expanding on the one sentence Mini Lessons – writing more: focus expanding one sentence with questions, use the SWs (who, what, where, when, why?): using word wall and sounding out (spelling) and reading the room; capitals and full stops.
WRITING DATA WALL

2016 - 2020
A data wall can be focused on any group within a school or on the whole school student body. Some of the many advantages are:

- Data walls provide a quick visual reference for all students and for each student’s growth and achievement which is very helpful in supporting discussions around planning and intervention;

- Data walls help shift the focus from an individual student’s progress within a year or a classroom, to progress over time and across classrooms. This then shifts the focus to all staff working together over time to create progress for all students over the long term;

- Data walls can help educators articulate what they do and why it is the most effective strategy for a student;

- Data walls help a school to determine if a strategy they are using is helping the majority of the students to progress to the next level;

- Data walls provide support for discussions around progress over the long term – both individually and for the student body as a whole;

- Data walls help everyone to move towards a whole school approach, recognising that high amounts of repetition enable all children to further develop their literacy skills.
• Data walls also help us all to move away from “yeah, but” discussions!

• When interviewed most teachers say that they have high expectations for their students, but as Fullan, Hill & Crevola (2006) report “in initial discussions with school staff, this notion (all students can achieve high standards given sufficient time and support) is rarely rejected, but it was frequently qualified by all sorts of “Yes but....” excuses as to why such a notion was generally true but didn’t apply to some or even all their students”.

• Data walls help us move as a school community to a model where all teachers are responsible for all students, the “yeah but” discussions become less and less frequent – and instead move to “but how could we.....”.
First year of writing moderation

One or two samples for each student was moderated

The samples were then fixed on a wall in the meeting room.

Each sample had a post-it note with the level of their sample on it.

Samples were arranged in columns from 1 – 14 to represent each level of the Developmental Writing Scale.

There were a large number of samples under 1 and 3, a smaller number from 4 to 8, and very few samples at the high end of the scale. Level 1 is, in fact, so large that it has to wrap around the corner!
OUTCOMES AND DISCUSSIONS

- Promoted lots of discussion about how to move students further along the Developmental Writing Scale.
- Promoted discussion about frequency of writing as some of the samples were from February even though moderation was conducted in August.
- Promoted discussion about writing practice as some samples looked as if students had done copying rather than authentic writing, even though we had had numerous discussions about the lack of progress achieved through copying (and tracing).
- These discussions led to changes in practice around the frequency of writing – it happened more – and around improving the quality of writing practice.
- They also led to further discussions around using alternative pencils versus handwriting. For those students who had samples with both, generally their samples with an alternative pencil were at a higher level than their handwriting samples.
- Led to a decision that for the following year’s moderation most students needed two samples, at least one with an alternative pencil.
More formal instructions for writing sample collection introduced.
More organised!

Smaller group of samples at level 1.

Further discussion about handwriting and alternative pencils.

Not only did some students do a “little better” with an alternative pencil in the assessment, for many we were able to see their progress more clearly over time with an alternative pencil.

For some students the use of an alternative pencil allows them to demonstrate skills clearly that we are unable to see with handwriting because of their motor control – even to the point of helping inform us whether we use emergent or conventional writing intervention.
This student uses a mixture of letter and letter-like shapes, some of them grouped into clusters.

This would be rated a 4 on the Developmental Writing Scale and would encourage us to believe the student is emergent.

After writing this, the student was unable to tell us what this meant.

This might be because it was a motor pattern taking over or because she has learned that she doesn’t need to attribute meaning to handwriting – or because the handwriting used so much of her cognitive energy that she was unable to do the language planning.
The student told us that this said “I am throwing a ball”

This second sample with an alternative pencil shows that she is clearly an early conventional writer rather than an emergent writer.

It would also be rated a 6 on the Developmental Writing Scale.

She was also able to clearly tell us what the sample meant when using an alternative pencil.
OUTCOMES AND DISCUSSIONS

• Some students now do all of their writing with alternative pencils.
• Using an alternative pencil, they are writing more during writing sessions.
• This means they are getting more practice and their writing is improving more.
• A definite positive cycle!
• And it was decided that ALL students needed two samples for the following year!
• Even more organised! (Thanks Clare)
• Most of the students at level 1 are in the group who started school in 2018.
• Very exciting for the school community to see the number of students who are moving further up the scale!
• First student on level 14 since we began moderating.
OUTCOMES AND DISCUSSIONS

• Discussions about the small groups of students whose writing hasn’t progressed.
• These are all students whose writing continues to be very formulaic, who write about the same topic again and again.
• Their writing was rated quite highly in 2016, but we have come to see clearly that they actually have a splinter skill of writing about one topic and if we move their writing away from that topic they write at a much earlier level.
• This led to a discussion that for future years we would use three samples on different topics during the moderation.
OUTCOMES AND DISCUSSIONS

- First year all teachers were able to quickly and easily provide samples for each student – with a plethora to choose from.
- Each student’s writing book was full of fabulous samples – although some teachers did choose to collect the samples for assessment on specific dates to be very aware of any scaffolding or supports available.
- This led to another discussion – which was that for all writing samples from now on, there will be standard record keeping to provide us with the opportunity to think and record the level of scaffolding and supports.
- After trialling some options and having some discussion the following form was adopted for writing records.
Writing Record Sheet

Student: ___________________________  Staff Member: ___________________________
AAC system/speech: ___________________________  Short description of how language generated: ___________________________

Pencil used:  □ Handwriting  □ Flip chart low tech  □ Flip chart high tech  □ QWERTY high tech  □ QWERTY low tech  □ Other
(specific) __________________________________
Supports used:  □ Word Wall  □ Word prediction  □ Other __________________________________
Student Engagement:  □ Fully engaged  □ Partially engaged  □ Not engaged
Access Method:  □ Direct access  □ Partner Assisted Scanning  □ Other
Comments: ____________________________________________
• Greater spread of samples across the scale
• Large group at levels 6, 7 and 8
• Many students writing about themselves in the third person e.g. “Jane likes writing”
• As a result of the school improvement plan (SIP) goal, writing is happening daily and has also been a focus of teaching sprint cycles.

• Earlier in 2019, a group of teachers did a sprint cycle focusing on spaces, to help their students at level 3 to move up to 4; we saw strong evidence of the success of this sprint cycle in the moderation.

• As a result of the writing moderation, the middle school teachers will be doing a sprint cycle on “one good sentence” to help their students at levels 6, 7 & 8 to move up to 9.

• Also as a result of the SIP, the Principal met with each teacher in term 2 to discuss one student’s writing progress in depth.

• Writing record sheets are going well in daily writing, but a different one is needed for the moderation samples.
INDIVIDUAL CARDS
2020 DWS MODERATION

- Fifth year of writing moderation
- 3 samples requested per student. All students had three samples. Samples were on a wide range of topics and completed with appropriate writing tools. Only one sample where a student wrote about themselves with 3rd person pronoun.
- Nearly all samples created with alternative pencils / keyboards
- Student samples all completed recently
- Most students at Level 3 in 2019 are now at level 4 – success from the learning sprint!
- Large group at Level 8 (24%)
- Need to have a professional discussion about a school focus on little words to assist students to move to Level 9 (one good sentence)
- Need to continue the current excellent writing practice in the school
<table>
<thead>
<tr>
<th></th>
<th>STUDENTS</th>
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<tbody>
<tr>
<td>DWS</td>
<td>Beginning to learn that they are a writer. Also learning that print has meaning and that text is a code for speech. Also learning that there is a difference between print and picture.</td>
<td>See themselves as a writer, attributing their own meaning. Can identify in a book when asked ‘which side do I read’. Generating letter strings.</td>
<td>Generating letter strings, with at least two groups separated by spaces and no intelligible words</td>
<td>Strings of letters with only one intelligible word, two or more letters in length. Spaces may stop being used at this stage.</td>
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<td>LEARNING GOALS</td>
<td>• Student to develop a belief they are a writer through us attributing meaning and assuming competence. • Understand that print has meaning and text is a code for speech • Learn the difference between print and picture.</td>
<td>Spaces - teacher to work on modelling and talking about the use of spaces through the day.</td>
<td>Initial sounds in words - teacher to work on modelling initial sounds in words.</td>
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</tr>
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<td>WRITING PROCEDURE</td>
<td>Attribute meaning and assume competence 1. Select a topic for writing - may use the activity or game that the student is currently engaged with. 2. Get the student to use a writing tool (e.g. sensory pencil or flip chart) to select letters; record or write down the letters as they choose them. 3. Use the student's AAC system to attribute meaning - follow up any indications they might make in attributing meaning themselves. 4. Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing. 5. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.</td>
<td>1. Establish topic/purpose e.g. photo of child doing something. Use their AAC system to talk about this yourself. 2. For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don’t, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don’t get any language selected or generated, then move onto the next step. 3. Get the student to use the flip chart, or other writing tool, to select letters. Record or write down the letters as they choose them. 4. Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like “how let me show you how I would write it...” 5. Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.</td>
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Writing Continuum guide for Teaching (Emergent)
## Writing Continuum Guide for Teaching (Transitional and Conventional)

<table>
<thead>
<tr>
<th></th>
<th>Transitional</th>
<th>Conventional</th>
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<td>6-7</td>
<td>Students: Write two to three intelligible words (6) or a list of two to three words (6). Spaces may not be used.</td>
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<td>Students: Write one to two complete sentences with spaces. End punctuation and capitals not required.</td>
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<td>Students: Write three or more unrelated sentences -- neither coherent nor cohesive. End punctuation required.</td>
<td>Students: Write three or more coherent but limited cohesive sentences each.</td>
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<td>Students: One good sentence written independently. Mini Lesson 1 -- focus on 3 to 5 word sentences and finger spaces.</td>
<td>Students: Write two coherent paragraphs of at least three cohesive sentences each.</td>
</tr>
<tr>
<td>11</td>
<td>Expanding on the one sentence. Mini Lessons -- writing more: focus expanding one sentence with questions, using the 5Ws (who, what, where, when, why?); using word wall and sounding out (spelling) and reading the room; capitals and full stops.</td>
<td>Students: Write three or more coherent paragraphs of at least three cohesive sentences each.</td>
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<td>12</td>
<td>Writing Stories: Mini lessons -- Writing is about telling stories, true and made up; editor's checklist; adding more; titles; beginning, middle and end; other ending punctuation; informational pieces and mind mapping; writing across a number of days and publishing.</td>
<td>Students: Write three or more coherent paragraphs of at least three cohesive sentences each.</td>
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### Writing Procedure

- Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons; we might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modeling that a student needs to learn.
- We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.
- 1. Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.
- 2. Give the student an appropriate writing stimulus e.g. photo, video.
- 3. Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 - 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.
- 4. As students are writing, move around and confer with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.
- 5. At levels 6 to 9 students need to make explicit to help them focus on the writing process. For students who are writing a narrative, we can introduce a RIG glue switch on the back of their book. |
The Developmental Writing Scale

• Sturm et al (2012)
• Scale goes from emergent to conventional writing
• Includes accommodations for students using alternative pencils
Level 1. Drawing

**Description**
Lines and curves that appear to represent objects

**Accommodations**
Selection of a picture by a child who cannot hold a traditional pencil or marker.
Students at Level 1:

- Learning
  - that they are a writer.

- Learning
  - that print has meaning

- Learning
  - that text is a code for speech.

- Learning
  - that there is a difference between print and picture.
1. Drawing
For students who don’t hold a pencil

- Ask them “which side do I read”?  
- If they select the picture they are still at level 1

This is Olivia. She is good at lots of things.
Level 1 Learning Goals

- Develop a belief they are a writer through us attributing meaning and assuming competence.
- Understand that print has meaning through us attributing meaning and assuming competence and all their emergent literacy experiences.
- Understand that text is a code for speech through us attributing meaning and assuming competence and all their emergent literacy experiences.
- Learn the difference between print and picture through all their emergent literacy experiences, including writing (and for those using an alternative pencil, to learn that writing is composed of letters).
• Select a topic for writing – may use the activity or game that the student is currently engaged with.

• Get the student to use a writing tool (e.g. sensory pencil or flip chart) to select letters; record or write down the letters as they choose them.

• Use the student’s AAC system to attribute meaning - follow up any indications they might make in attributing meaning themselves.

• Write the attributed meaning under their writing and point out any similarities/celebrations. Give them lots of positive encouragement for writing.

• Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.
Level 1 Emergent Literacy Activities

• DAILY opportunities to write for real reasons
• Good emergent literacy intervention
• Writing to the student e.g. morning message
• Writing with the students e.g. predictable chart writing
• Writing by themselves i.e. individual writing where they “scribble” with the alphabet and we attribute meaning
• Repeated shared reading of books
• WE point to text in books that we read e.g. this is where I start reading
• Use talking books that highlight text as it is read
• Work on letters and (to a lesser degree) sounds
• Independent access to books
Level 2. Scribbling
NB Students using flip charts skip this stage

**Description**
Continuous vertical, circular, or wavy lines arranged linearly across the page, which may include letter-like forms, but with the majority of shapes not recognizable as letters.

**Accommodations**
If a child uses a keyboard, this level would not be used.
<table>
<thead>
<tr>
<th>Students at Level 2:</th>
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</thead>
<tbody>
<tr>
<td>Only students using handwriting are at Level 2</td>
</tr>
<tr>
<td>See themselves as a writer, attributing their own meaning</td>
</tr>
<tr>
<td>Can identify the print in a book when asked ‘which side do I read?’</td>
</tr>
<tr>
<td>Difference between their writing and drawing, but still no letters in their writing</td>
</tr>
</tbody>
</table>
Level 2 Learning Goal

Understand that writing is composed of letters
Level 2 Writing Guidelines

• Establish topic/purpose e.g photo of child doing something. Use their AAC system to talk about this yourself.

• For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don’t, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don’t get any language selected or generated, then move onto the next step.

• Get the student to use the flip chart, or other writing tool, to select letters. Record or write down the letters as they choose them.

• Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like “now let me show you how I would write it...”

• Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.
Level 2: Emergent Literacy Activities

• DAILY opportunities to write for real reasons
• Good emergent literacy intervention
• Writing to the student e.g. morning message
• Writing with the students e.g. predictable chart writing
• Writing by themselves i.e. individual writing where they “scribble” with the alphabet and we attribute meaning
• Repeated shared reading of books
• WE point to text in books that we read
• Use talking books that highlight text as it is read
• Letters and (to a lesser degree) sounds
• Independent access to books
3. Letter Strings (no groups)

Description
Handwritten or typed strings of letters but not grouped into words. Examples:

```
tttttt
kshpppns
```

Accommodations
Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
Students at Level 3:

- See themselves as a writer, attributing their own meaning
- Can identify in a book when asked ‘which side do I read?’.
- Generating letter strings with handwriting or alternative pencil.
Level 3 Learning Goal

Spaces - teacher to work on modelling and talking about the use of spaces through the day.
Level 3 Writing Guidelines

- Establish topic/purpose e.g. photo of child doing something. Use their AAC system to talk about this yourself.

- For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don’t, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don’t get any language selected or generated, then move onto the next step.

- Get the student to use the flip chart, or other writing tool, to select letters. Record or write down the letters as they choose them.

- Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like “now let me show you how I would write it...”

- Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.
Level 3: Emergent Literacy Activities

- DAILY opportunities to write for real reasons
- Good emergent literacy intervention
- Writing to the student e.g. morning message; make sure you model leaving finger spaces
- Writing with the students e.g. predictable chart writing; make sure you model leaving finger spaces
- Writing by themselves ie individual writing where they "scribble"with the alphabet AND the space key and we attribute meaning;
- Repeated shared reading of books
- WE point to words in books that we read
- Use talking books that highlight word-by-word
- Letters and sounds
- Independent access to books
4. Letter strings grouped in words

**Description**
Strings of letters grouped into "words" (i.e., with spaces between at least two groups of letters) but with no intelligible words.
Example:

```
ILCR6a iLKVKC CPRSB WRKe BRKe
```

**Accommodations**
Alphabet display (e.g., paper copy) and standard or electronic keyboard access (e.g., on screen keyboard or AAC system)
Students at Level 4:

- Generating letter strings, with at least two groups separated by spaces and no intelligible words
Level 4 Learning Goal

Initial sounds in words - teacher to focus on modelling initial sounds in words through the day.
Level 4 Writing Guidelines

• Establish topic/purpose e.g photo of child doing something. Use their AAC system to talk about this yourself.

• For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don’t, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don’t get any language selected or generated, then move onto the next step.

• Get the student to use the flip chart, or other writing tool, to select letters. Record or write down the letters as they choose them

• Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like "now let me show you how I would write it..."

• Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task
Level 4: Emergent Literacy Activities

- DAILY opportunities to write for real reasons
- Good emergent literacy intervention
- Writing to the student e.g. morning message; make sure you model initial sounds in words
- Writing with the students e.g. predictable chart writing; get them to cut up their sentences
- Writing by themselves i.e. individual writing where they “scribble” with the alphabet and the space key and we attribute meaning;
- Repeated shared reading of books
- WE point to words in books that we read
- Use talking books that highlight word-by-word
- Sounds and letters; onset rime
- Independent access to books
5. One intelligible word

<table>
<thead>
<tr>
<th>Description</th>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strings of letters grouped into &quot;words,&quot; with only one possible real word (i.e., two or more letters in length) set apart, written repeatedly (e.g., dog, dog, dog), or embedded in a string of letters. Example: IMPlCOTheC (I am playing outside on the swing.)</td>
<td>Word bank or word prediction software</td>
</tr>
</tbody>
</table>
Students at Level 5:

Strings of letters with only one intelligible word, two or more letters in length.

Spaces may stop being used at this stage.
Level 5 Learning Goal

Initial sounds in words - teacher to work on modelling initial sounds in words.
Level 5 Writing Guidelines

- Establish topic/purpose e.g. photo of child doing something. Use their AAC system to talk about this yourself.

- For students using comprehensive AAC systems – ask them if they have something to say about the photo/activity. If they don’t, model something you might say, and then ask them if they have something to say again. For verbal students – get them to discuss what they are going to write about it. Agree on something they are writing with the student. If you don’t get any language selected or generated, then move onto the next step.

- Get the student to use the flip chart, or other writing tool, to select letters. Record or write down the letters as they choose them.

- Write their target language (or the meaning you are attributing) under their writing and point out any correlations, using a phrase like “now let me show you how I would write it…”

- Use the flip chart yourself around once per week to model the use of it for writing outside of this writing task.
Level 5: Literacy Activities (student may be emergent or transitional)

• DAILY opportunities to write for real reasons
• Good emergent literacy intervention
• Writing to the student e.g. morning message; make sure you use the word wall and “sounding it out”
• Writing with the students e.g. predictable chart writing; get them participate in re-reading their sentences aloud or with inner voice
• Writing by themselves i.e. individual writing where they write with the alphabet and the space key and we attribute meaning;
• Repeated shared reading of books
• WE point to words in books that we read
• Use talking books that highlight word-by-word
• Most students are ready to move onto word wall at this stage, but continue with consolidating alphabet if needed; continue onset rime if needed – if not move onto systematic sequential phonics.
• Independent access to books
• Introduce readers
6. TWO TO THREE INTELLIGIBLE WORDS

Description
Two or three different intelligible words embedded in strings, separated by spaces, or in a list format. Single letter words such as “I” and “a” must be separated by spaces to count as an intelligible word. Example: IYTKTOSMNTHETR (I like to swim under the water.)

Accommodations
Word bank or word prediction software
STUDENTS AT LEVEL 6:

Write two to three intelligible words.

Spaces may not be used.
LEVEL 6 LEARNING GOAL

One good sentence written independently
Mini Lessons – focus on 3 to 5 word sentences and finger spaces.
LEVEL 6 WRITING GUIDELINES

- Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons; we might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn.

- We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.

- Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.

- Give the student an appropriate writing stimulus e.g. photo, video

- Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

- As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

- At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch

- Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

- Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
LEVEL 6:
CONVENTIONAL LITERACY ACTIVITIES

• DAILY opportunities to write for real reasons
• Good conventional literacy intervention
• Writing to the students e.g. morning message; make sure you use word wall and sounding it out
• Anchor, read, apply
• Actively work on inner voice
• Independent writing; students should definitely be using a full alphabet display at this stage if they haven’t already moved to it; Begin formal writing instruction with one good sentence.
• Repeated reading of books and readers – both by the child and by adults
• Do NOT point to words in books or let them do that!!
• Word wall and systematic sequential phonics (and predictable chart writing becomes a working with words task at this stage)
Description
Three or more related words.
Example:
Lions Detroit football

Accommodations
Word bank or word prediction software
STUDENTS AT LEVEL 7:

- A list of three or more words, usually no little words and lots of nouns.
- Spaces may not be used.
LEVEL 7
LEARNING GOAL

One good sentence written independently

Mini Lessons – focus on 3 to 5 word sentences and finger spaces.
LEVEL 7 WRITING GUIDELINES

- Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons - we might model "thinking out loud" or "using the word wall" or "sounding it out" or "finger spaces as needed" or other features of writing. Make sure you focus on items in your modelling that a student needs to learn.

- We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g., using the word wall.

- Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g., thinking of ideas, using word wall, sounding words out, writing more, etc.

- Give the student an appropriate writing stimulus e.g., photo, video

- Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

- As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

- At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g., lines for the words they are writing or recording the sentence onto a BIGmack switch

- Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

- Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini-lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
LEVEL 7: CONVENTIONAL LITERACY ACTIVITIES

- DAILY opportunities to write for real reasons
- Good conventional literacy intervention
- Writing to the students e.g. morning message; make sure you use word wall and sounding it out
- Anchor, read, apply
- Actively work on inner voice
- Independent writing; Continue formal writing instruction with one good sentence.
- Repeated reading of books and readers – both by the child and by adults
- Do NOT point to words in books or let them do that!!
- Word wall and systematic sequential phonics (and predictable chart writing remains as a working with words task at this stage)
8. PARTIAL SENTENCE OF MORE THAN THREE WORDS

Description
More than three different intelligible words, with at least two of them in a partially formed sentence (i.e., grammatically related parts of a phrase, clause, or sentence). Example: 
MYDADDYWASLIEGAGARILA (My daddy was like a gorilla.)

Accommodations
Word bank or word prediction software
STUDENTS AT LEVEL 8:

Write partial sentence of more than three words.

Spaces may not be used.
LEVEL 8 LEARNING GOAL

One good sentence written independently
Mini Lessons – focus on 3 to 5 word sentences and finger spaces.
LEVEL 8 WRITING GUIDELINES

• Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons. We might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn.

• We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.

• Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.

• Give the student an appropriate writing stimulus e.g. photo, video.

• Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

• As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

• At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch.

• Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

• Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini-lesson, and if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
LEVEL 8: CONVENTIONAL LITERACY ACTIVITIES

- Good conventional literacy intervention
- Writing to the students e.g. morning message; make sure you use word wall and sounding it out
- Anchor, read, apply
- Actively work on inner voice
- Independent writing: Continue formal writing instruction with one good sentence.
- Repeated reading of books and readers – both by the child and by adults
- Do NOT point to words in books or let them do that!!
- Word wall and systematic sequential phonics (and predictable chart writing remains as a working with words task at this stage)
9. ONE TO TWO COMPLETE SENTENCES

Description
Sentences have a subject phrase and a verb phrase. End punctuation is not necessary.
Example:
*I am happy Easter is here. I saw the Easter bunny.*
(I am happy Easter is here. I saw the Easter bunny.)

Accommodations
Word bank or word prediction software
STUDENTS AT LEVEL 9:

• Write one to two complete sentences with spaces.
• End punctuation and capitals not required.
Expanding on the one sentence Mini Lessons – writing more. Focus on expanding one sentence with questions, use the 5Ws (who, what, where, when, why?); using word wall and sounding out (spelling) and reading the room; capitals and full stops.
LEVEL 9 WRITING GUIDELINES

- Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons: we might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn.

- We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.

- Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.

- Give the student an appropriate writing stimulus e.g. photo, video.

- Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

- As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

- At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch.

- Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

- Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
LEVEL 9: CONVENTIONAL LITERACY ACTIVITIES

• DAILY opportunities to write for real reasons
• Good conventional literacy intervention
• Writing to the students e.g. morning message; make sure you use word wall and sounding it out
• Anchor, read, apply
• Actively work on inner voice
• Independent writing; Commence work on expanding writing – who, what, when, where and why
• Repeated reading of books and readers – both by the child and by adults
• Do NOT point to words in books or let them do that!!
• Word wall and systematic sequential phonics (and predictable chart writing remains as a working with words task at this stage)
10. THREE OR MORE UNRELATED SENTENCES (NEITHER COHERENT NOR COHESIVE)

**Description**

Sentences have no coherent topic (i.e., sentences are not related)

I play a game. I went to my fnid house. I went to get a egg to eat. I went to chansh on Sun day. I kiss my momer sun day. I can walk my dog. I sat in my house. I went to the saing in ring.

**Accommodations**

Word bank or word prediction software
STUDENTS AT LEVEL 10:

Write three or more unrelated sentences – neither coherent nor cohesive.

End punctuation required.
Writing is about telling stories

Mini Lessons – writing more. Focus on expanding one sentence with questions, use the 5Ws (who, what, where, when, why?); using word wall and sounding out (spelling) and reading the room; capitals and full stops.
LEVEL 10 WRITING GUIDELINES

- Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons—we might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn.

- We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.

- Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.

- Give the student an appropriate writing stimulus e.g. photo, video.

- Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

- As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

- At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a Bigmack switch.

- Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

- Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
LEVEL 10: CONVENTIONAL LITERACY ACTIVITIES

• DAILY opportunities to write for real reasons
• Good conventional literacy intervention
• Anchor, read, apply
• Independent writing; continue work on expanding writing
• Self-selected reading from book at or below their reading level by the student
• Do NOT point to words in books or let them do that!!
• Word wall and systematic sequential phonics
11. THREE OR MORE RELATED SENTENCES (COHERENT BUT LIMITED COHESION)

Description
• Organized writing with three or more sentences on a coherent topic but with limited cohesion between sentences (i.e., sentences can be reordered without changing meaning).
Example: Frogs are eggs. Frog are cool. I no how a frog grows egg then grow mory. Frog eat lot of things that we don’t eat like bugs. I want a frog to play with. I thak frogs are mumloss because thae swim.

Accommodations
• Word bank or word prediction software
STUDENTS AT LEVEL 11:

- Write three or more related sentences – coherent but limited cohesion.
LEVEL 11
LEARNING GOAL

Writing is about telling stories

Mini Lessons – writing more.
Focus on expanding one sentence with questions, use the 5Ws (who, what, where, when, why?); using word wall and sounding out (spelling) and reading the room; capitals and full stops.
LEVEL 11 WRITING GUIDELINES

- Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons: we might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn.

- We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.

- Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.

- Give the student an appropriate writing stimulus e.g. photo, video

- Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

- As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

- At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch

- Continue to move around and support students with writing, if students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

- Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
LEVEL 11: CONVENTIONAL LITERACY ACTIVITIES

- DAILY opportunities to write for real reasons
- Good conventional literacy intervention
- Writing to the students e.g. morning message; make sure you use word wall and sounding it out
- Anchor, read, apply
- Actively work on inner voice
- Independent writing; move focus of writing instruction onto stories and use “give me 5” as a resource for topics
- Self-selected reading from book at or below their reading level by the student
- Shared reading with an adult (may move to chapter books)
- Do NOT point to words in books or let them do that!!
- Word wall and systematic sequential phonics
12. THREE OR MORE RELATED SENTENCES THAT CANNOT BE REORDERED (COHERENT AND COHESIVE)

**Description**
- Organized writing with a coherent topic (i.e., on a consistent theme) and use of cohesive devices (e.g., pronoun or synonym replacement, logical connectors, subordinating conjunctions, conclusions that refer to prior content) across three or more sentences so that sentences cannot be reordered without changing meaning

**Accommodations**
- Word bank or word prediction software
STUDENTS AT LEVEL 12:

- Write three or more related sentences that cannot be reordered – coherent and cohesive.
Writing is about telling stories

Mini lessons – Writing is about telling stories, true and made up; editor’s checklist; adding more; titles; beginning, middle and end; other ending punctuation; informational pieces and mind mapping; writing across a number of days and publishing.
LEVEL 12 WRITING GUIDELINES

• Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons: we might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn.

• We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g., using the word wall.

• Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g., thinking of ideas, using word wall, sounding words out, writing more, etc.

• Give the student an appropriate writing stimulus e.g., photo, video

• Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

• As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

• At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g., lines for the words they are writing or recording the sentence onto a Bigmack switch

• Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

• Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
LEVEL 12: CONVENTIONAL LITERACY ACTIVITIES

- DAILY opportunities to write for real reasons
- Good conventional literacy intervention
- Writing to the students e.g. morning message; make sure you use word wall and sounding it out
- Anchor, read, apply
- Actively work on inner voice
- Independent writing; continue to stretch writing instruction through the following mini lessons: spelling, read the room, capitals and full stops, editor’s checklist, author’s chair.
- Self-selected reading from book at or below their reading level by the student
- Shared reading with an adult (maybe include chapter books)
- Do NOT point to words in books or let them do that!!
- Word wall and systematic sequential phonics
13. TWO COHERENT PARAGRAPHS OF AT LEAST THREE COHESIVE SENTENCES EACH

Description
• Organized writing with a coherent main topic and two cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each

Accommodations
• Word bank or word prediction software
STUDENTS AT LEVEL 13:

• Write two coherent paragraphs of at least three cohesive sentences each.
Writing is about telling stories

Mini lessons – Writing is about telling stories, true and made up; editor’s checklist; adding more; titles; beginning, middle and end; other ending punctuation; informational pieces and mind mapping; writing across a number of days and publishing.
LEVEL 13 WRITING GUIDELINES

- Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons. We might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modeling that a student needs to learn.

- We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.

- Always begin with a mini-lesson, modeling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.

- Give the student an appropriate writing stimulus e.g. photo, video

- Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

- As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

- At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch

- Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

- Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini-lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
• DAILY opportunities to write for real reasons
• Good conventional literacy intervention
• Independent writing; continue to stretch writing instruction through the following mini lessons: adding to a piece of writing, titles, spelling, publishing, writing a story with beginning, middle and end, ending punctuation.
• Anchor, read, apply
• Self-selected reading from books at or below their reading comprehension level by the student
• Do NOT point to words in books or let them do that!!
• Word wall and systematic sequential phonics
14. THREE OR MORE COHERENT PARAGRAPHS OF AT LEAST THREE COHESIVE SENTENCES EACH

Description
• Organized writing with a coherent main topic and at least three cohesive subsections (subtopics or story parts), with at least two sentences elaborating the meaning of each

Accommodations
• Word bank or word prediction software
STUDENTS AT LEVEL 14:

• Write three or more coherent paragraphs of at least three cohesive sentence each.
Writing is about telling stories

Mini lessons – Writing is about telling stories, true and made up; editor’s checklist; adding more; titles; beginning, middle and end; other ending punctuation; informational pieces and mind mapping; writing across a number of days and publishing.
LEVEL 14 WRITING GUIDELINES

• Always make sure to activate some background knowledge and model writing before asking the students to write. We can also model different strategies during these mini-lessons; we might model “thinking out loud” or “using the word wall” or “sounding it out” or “finger spaces as needed” or other features of writing. Make sure you focus on items in your modelling that a student needs to learn.

• We don’t teach spelling during writing but as students progress we model how to use strategies as part of writing e.g. using the word wall.

• Always begin with a mini-lesson, modelling writing yourself about a similar writing task to the students’. Use this as an opportunity to model different skills across time e.g. thinking of ideas, using word wall, sounding words out, writing more, etc.

• Give the student an appropriate writing stimulus e.g. photo, video.

• Ask the student to write. Students at levels 6 to 9 are generally aiming to learn to write one good sentence often 3 – 5 words long. Students at higher levels are writing more. Be clear with each student about their goal.

• As students are writing, move around and conference with the students. For students who struggle with ideas and language, move to them first. Use AAC to support them in this area.

• At levels 6 to 9, you may need to provide scaffolds to help support them in the writing process e.g. lines for the words they are writing or recording the sentence onto a BIGmack switch.

• Continue to move around and support students with writing. If students do not know how to spell a word, encourage them to write down every sound they can hear or use the word wall. Do not spell for them.

• Finish up with a short conference about their writing, providing lots of positive feedback, particularly around the area focused on in the mini-lesson, and (if needed) writing a “translation” on the back of their work or on a post-it note as appropriate. Students at the upper levels may be writing across several days including self-editing.
LEVEL 14: CONVENTIONAL LITERACY ACTIVITIES

- DAILY opportunities to write for real reasons
- Good conventional literacy intervention
- Independent writing; continue to stretch writing instruction through the following mini lessons: writing an informational piece.
- Anchor, read, apply
- Self-selected reading from books at or below their reading comprehension level by the student
- Word wall and systematic sequential phonics