

Assessing the Early Literacy Skills of Students with Significant Intellectual, Communication & Physical Disabilities

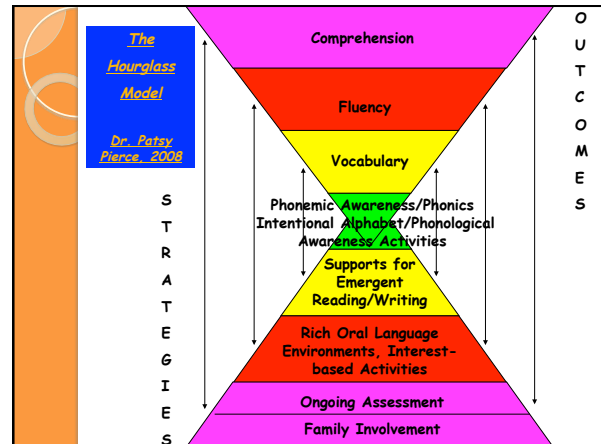
10/17/12

Assessing the Early Literacy Skills of Students with Significant Intellectual, Communication & Physical Disabilities

Gretchen Hanser Ph.D., gretchen@gretchenhanser.com
New York, New York

Caroline Musselwhite Ed.D., Special Communications, Phoenix, Arizona
www.aacintervention.com

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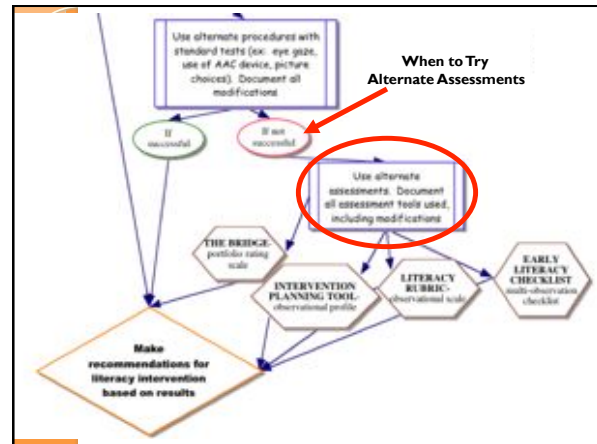
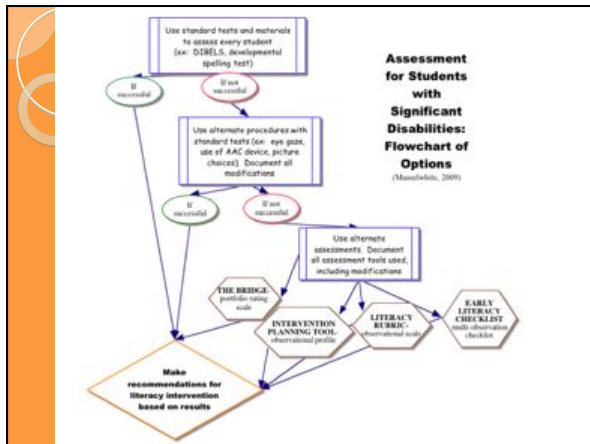
Students May Have Uneven Profiles

- Able to identify some words
- Unable to demonstrate concepts about print
- Able to identify some letters
- Unable to write recognizable writing

Quality Indicators of Literacy: Assessment Matrix

QIP: Assessment	1	2	3	4	5
1. Students with significant disabilities are assessed using standardized test materials when conducting literacy assessments (initial assessment - probes - follow up assessments).	Students with significant disabilities are not assessed using standardized literacy test materials.	Students with significant disabilities are assessed using standardized literacy test materials, but significant disabilities are not documented in the test results.	Students with significant disabilities are assessed using standardized literacy test materials, but significant disabilities are not documented in the test results.	Students with significant disabilities are assessed using standardized literacy test materials, but significant disabilities are not documented in the test results.	Students with significant disabilities are assessed using standardized literacy test materials, but significant disabilities are not documented in the test results.
2. It is necessary to use alternate procedures for standard tests, which clearly document the modifications on the cover page of the literacy test (e.g., test form, use of A.M. device).	Alternate procedures are not used for standard tests for most students. Significant disabilities are not documented in the test results.	Alternate procedures are not used for standard tests for most students. Significant disabilities are not documented in the test results.	Alternate procedures are not used for standard tests for most students. Significant disabilities are not documented in the test results.	Alternate procedures are not used for standard tests for most students. Significant disabilities are not documented in the test results.	Alternate procedures are not used for standard tests for most students. Significant disabilities are not documented in the test results.
3. If standard tests and materials are not successful, teachers use alternate tests and materials as recommended by the Louisiana Department of Education (http://doe.louisiana.gov/Files/00000000/Literacy%20view.aspx).	If standard tests and materials are not successful, teachers do not use any alternate tests and materials.	If standard tests and materials are not successful, teachers do not use any alternate tests and materials.	If standard tests and materials are not successful, teachers do not use any alternate tests and materials.	If standard tests and materials are not successful, teachers do not use any alternate tests and materials.	If standard tests and materials are not successful, teachers do not use any alternate tests and materials.

<http://sda.doe.louisiana.gov/Site%20Pages/LiteracyView.aspx>



The Bridge: Ongoing Emergent Literacy Assessment

- Informs practice
- Uses multiple, authentic approaches
 - Observation Notes
 - Work Samples
- The Bridge is available at <http://www.med.unc.edu/ahs/clds/> under projects Preschool Demonstration Program

From Patsy Pierce

The Bridge

- 11 assessment areas related to:
 - Book knowledge
 - Knowledge of Writing
 - Name writing
 - Alphabet Knowledge
 - Phonological & Phonemic awareness
 - Oral language
- Rating scale for each area
- Must have at least 3 pieces of evidence to support child's rating
- Can use multiple scales during ONE activity

The Bridge Scales

- How does the child handle/interact with books?
- How does the child interact with symbols/print?
- How does the child engage in the act of reading?
- How does the child draw/write?
- How does the child use print?
- How does the child write their name?
- How does the child interact with/use letters?
- How does the child demonstrate phonological awareness?
- How does the child demonstrate phonemic awareness?
- How does the child interact during literacy related activities?
- How does the child engage in story telling/retelling?

Foundations of Reading

I. How does the student handle books?

1. How does handle/interact with books?					
Explores books	Browses book pages	Holds the book appropriately	Independent study of book pages	Turns pages appropriately	Recognizes book by its cover
1	2	3	4	5	6

Video Analysis

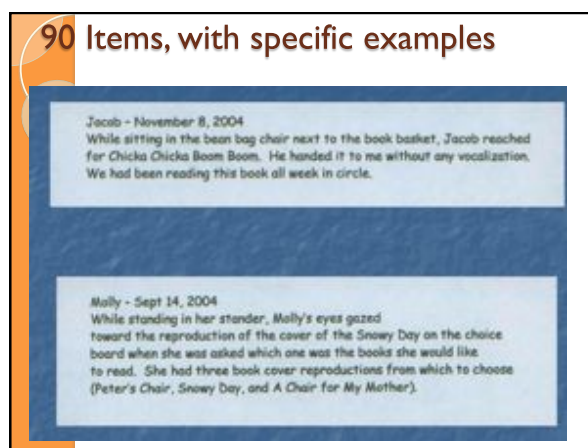
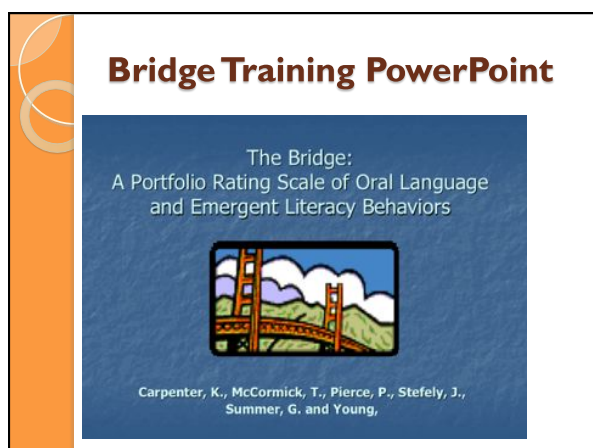
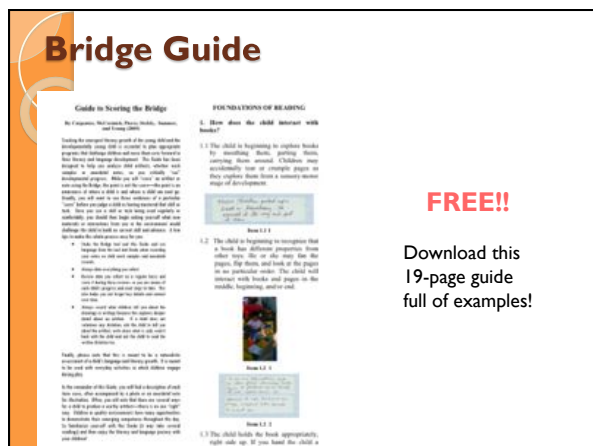
Bridge Scale #1: Book Interactions



4. How does draw/write? (Motor item)					
Exploration	Using writing/drawing tools with beginning purpose	Exploring writing/drawing with greater purpose	Writing begins to look different from drawing	Writing looks more-writing-like	Disconnected scribble with letter-like forms and some recognizable letters
1	2	3	4	5	6



Veronica at 1? months!



Literacy Experiences Summary

- Interests Related to Literacy
- Literacy Programs
- Literacy Partners Each Week
- Self-Selected Reading
- Listening to Books
- Writing: Topic Selection
- Assistive Technology for Literacy
- Alternative Pencils Tried

• <http://sda.doe.louisiana.gov/Site%20Pages/LiteracyView.aspx>

Literacy Experiences Summary

This document is intended to provide a "snapshot" of the student's literacy experiences through the school year. General topics are provided with blank space for the student's teacher to provide additional support for the student working with this student.

Topic	Student Information
Interests Related to Literacy (Students indicate interests that can be supported in support reading and writing)	
Literacy Programs (List literacy programs that the student has been exposed to, and describe success. If the next week may not have the program, provide a website link, address, etc.)	
Literacy Partners: Each Week (List the student's literacy partner the student has for reading and writing in a typical week, and list the type of program, topic, page, etc.)	
Self-Selected Reading (Indicate the type of books the student selects, how long it takes to read, etc.)	
Listening to Books (Describe level of equipment, type of books that student listens to, etc.)	
Writing: Topic Selection (Describe how the student selects topics for writing, use a website link, address, etc.)	
Assistive Technology for Literacy (Describe AT that has been successful for this student the literacy partner. Use the website link, address, etc. for the student's literacy partner.)	
Alternative Pencils Tried (Describe alternative pencils that have been tried with this student, and describe success; for more info, see LA (big) Citi website)	
Other (specify)	
Other (specify)	

Literacy Experiences Chart

At LADOE Access Guide

Intervention Planning Tool (Don Johnston, Literacy Starter Kits Teacher Guide)

Concepts About Print					Independent Reading									
Reader Profile Q1 Recognizes if a book is upside down or backward. Q2 Shows excitement or interest when being read to or in response to a favorite part of a book (for example, laugh or vocalize). Q3 Begins to demonstrate preferences for some books over others.					Reader Profile Q1 Demonstrates knowledge of story reading process including page turning, commenting, pointing to pictures. Q2 Demonstrates understanding that text flows from left to right, top to bottom as well as page to page in books. Q3 Shows knowledge of the one-to-one correspondence between spoken and written words.					Reader Profile Q1 Shows an understanding of the use of upper case letters at the beginning of the sentence and/or at the beginning of a person's name. Q2 Identifies individual words in text. Q3 Independently chooses books by their covers/titles and comments preferences.				
Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4		Q1	Q2	Q3	Q4	
Interventions • Read a lot of benchmark books. • Group the regular in reading by commenting about the book. • Provide access to the requested line and vocabulary with voice output devices as available. • Point to pictures of the text on the title page (such as the placement of the book title and author's name). • Draw beginning reader's attention to the way words are highlighted by phrases as they are read in the computer book. • Provide ongoing opportunities for beginning readers to choose from a variety of books. • Point to the words as you are reading to help demonstrate the different pronunciation and one-to-one correspondence between spoken and written words. • Place benchmark pages to see if the beginning reader wants you to turn the page or read more. Waiting enough time to respond is possible, but more on if no response is sufficient.					Interventions • Read benchmark books with the beginning reader by talking about the book and encouraging participation in reading (such as any repeated lines or vocabulary as available). Use a voice output device if necessary. • Continue to engage the beginning reader by commenting about the book, encouraging the verbalization of or providing voice output access to any repeated lines or vocabulary as available. • Have student shared reading of the text by having the beginning reader take on increasing responsibility for reading parts of familiar text (such as repeated lines and/or familiar words). • Point out the words on the highlighting and model pointing to each word on the cover, title page and pages in the text. • Provide opportunities for the beginning reader to take on increasing responsibility for directing the process of reading (such as turning the page and looking back of pages already read to find understanding). • Continue to model benchmark text with the beginning reader to build concepts about print and basic background knowledge.					Interventions • Provide the beginning reader with access to a wide variety of conventional conventional text. • Emphasize fluency in word identification when reading connected text (text). • Encourage beginning readers to read a sentence smoothly, without hesitations to identify words. • Provide opportunities to write about what is being read with an emphasis on writing the high frequency words in the story. Support the student's writing with CitiWriter word prediction. • Provide daily opportunities to write about with selected topics to promote use of words being read (such as a variety of topics and genres). Support sentence writing with CitiWriter word prediction. • Continue to read a variety of benchmark and benchmark text to build concepts about print and increase background knowledge. • Talk with beginning reader about their favorite books, as well as what and why they enjoy reading.				

Start to Finish Literacy Starters

Donnelly, Erickson, Musselwhite, Stemach

www.donjohnston.com/products/start_to_finish/literacy

Intervention Planning Tool Erickson - STFLS Teacher Guide

Background: support for Start-to-Finish Literacy Starters (STFLS)

Profile: helps teachers determine students reading profile

Prescriptive Assessment: supports in developing a plan to move students along the continuum toward conventional literacy

Intervention Planning Tool Erickson - STFLS Teacher Guide

Continuum included for:

Concepts About Print . . . Independent Reading

Alphabet Principle . . . Word Identification

Oral Language . . . Comprehension

Phonological Awareness . . . Phonemic Awareness / Phonics

Literacy Rubric (Staigler, 2007)

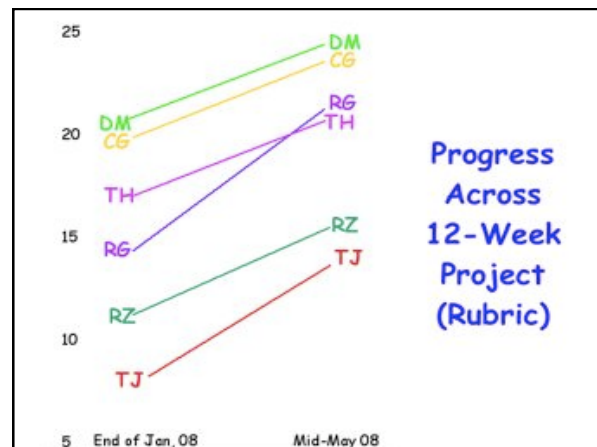
	Early Emerging Literacy (1 point)		Transitional Emerging Literacy (2 points)		Early Conventional (3 points)
	Interest/Awareness	Participation	Recognition	Demonstration	Purposeful Engagement
Phonemic Awareness	Shows some interest or enjoyment in rhyme	Participates during rhyme play by repeating words of similar sound patterns	Attempts to create word similarities, such as rhyme or initial sound patterns	Identifies similarities and differences of sounds within words; identifies some letters	Creates new words within word families; associates consonant letters and sounds
Concepts of Print	Shows beginning interest or attention to book reading	Attends to story reading and graphics with minimal prompts	Recognizes left to right sequence of text within page format	Follows the left-right, top-bottom flow of text and page to page progression of stories	Reads words in text while following a left-right, page to page flow
Word Recognition	Shows beginning interest or attends to graphics or pictures	Identifies named pictures or graphics	Recognizes familiar signs, names, or text words with graphic support	Identifies some text words without graphic support	Identifies an increasing # of high frequency sight words
Fluency	Shows beginning awareness of repetitive lines in story reading	Participates with a repetitive line during story reading	Predicts or repeats repeated lines within a story	Attempts to read/repeat text within a repeated story	Reads text for a purpose: Reads familiar stories with varied text patterns
Comprehension	Shows indications of spoken word and object recognition within own experiences	Associates spoken word to graphics within a story page read	Associates connected speech with supporting graphics during story reading	Fills in open ended sentences and omitted words during repeated stories	Engages in "retell" activities and responds to questions that represent comprehension

Total Score	Early Emerging Literacy: 0-5	Early Transitional Emerging Literacy: 6-10	Transitional Emerging Literacy: 11-15	Late Transitional Emerging Literacy: 15-20	Early Conventional Literacy: 21-25
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Directions: Engage the student in story reading and/or reading related activities. Observe student's behaviors and level of participation. Mark the space in each row that most clearly defines the student's level of concept understanding. Calculate the total points for the student. Within each of the five areas, note the level of text that you should select to help the student move further in their skill and understanding.

Student Name _____ Date _____ Assessed by _____

Kathy Staigler © 2007



Student: _____ Date: _____ Teacher: _____

Reading Comprehension Checklist

Vocabulary
Student identifies key story vocabulary.
1 2 3 4 5

Prediction
Student makes reasonable predictions and backs them up.
1 2 3 4 5

Story Elements
Student can remember important story characters.
1 2 3 4 5

Student can describe story characters, and connect descriptions to book pages.
1 2 3 4 5

Student can identify story settings, and show where they are in the book.
1 2 3 4 5

Student can identify feelings of main character throughout the book and refer to the book to support answer.
1 2 3 4 5

Text to Self / Text to Text
Student can connect new life to that of characters.
1 2 3 4 5

Student can connect elements between two stories.
1 2 3 4 5

Key: 1 = Not at all 2 = Struggles 3 = Occasionally successful
4 = Often successful 5 = Mastered this skill

Rueda/Leifer, 2006

Comprehension Checklist

Assessing the Interaction During Shared Reading: Adult-Child Interactive Reading Inventory (ACIRI)

- From: DeBruin-Parecki, A. (2007). Let's Read Together, Brookes Publishing
- Enhancing visual attention to text
- Promoting the interaction
- Using literacy strategies

Adult-Child Interactive Reading Inventory

aciri Adult-Child Interactive Reading Inventory

ADULT BEHAVIOR	OBSERVATION	CHILD BEHAVIOR	OBSERVATION
I. Enhancing Attention to Text			
1. Adult attempts to promote and maintain physical proximity with the child.		1. Child seeks and maintains physical proximity.	
2. Adult sustains interest and attention through use of child-adjusted language, positive affect, and non-verbal cues.		2. Child pays attention and sustains interest.	
3. Adult gives the child an opportunity to hold the book and turn pages.		3. Child holds the book and turns the pages to his or her own or when asked.	
4. Adult shows the book with the child displays some of audience in book handling when reading.		4. Child initiates or responds to book actions that show he or her presence and interest.	
II. Promoting Interactive Reading and Supporting Comprehension			
1. Adult poses and asks questions about the book's content.		1. Child responds to questions about the book.	
2. Adult points to pictures and words to assist the child in identification and understanding.		2. Child responds to adult cues or identifies pictures and words in his or her own.	
3. Adult relates the book's content and the child's responses to personal experiences.		3. Child attempts to relate the book's content to personal experiences.	
4. Adult poses to answer questions that the child poses.		4. Child poses questions about the story and related topics.	
III. Using Literacy Strategies			
1. Adult identifies visual cues related to story reading (e.g., pictures, narrative words).		1. Child responds to the adult and/or identifies visual cues related to the story line or himself.	
2. Adult asks the child to recall information from the story.		2. Child is able to guess what will happen next based on picture cues.	
3. Adult elaborates on the child's ideas.		3. Child is able to recall information from the story.	
		4. Child spontaneously offers ideas about the story.	

From: DeBruin-Parecki, A. (2007). *Let's Read Together*, Brookes Publishing

Fostering Communication During Reading

Joyce Wulf, Super Mom & Matthew



To view video, go to the Center for Literacy & Disability Studies, www.med.unc.edu/ahs/clds
Follow the links for the case study of Matthew

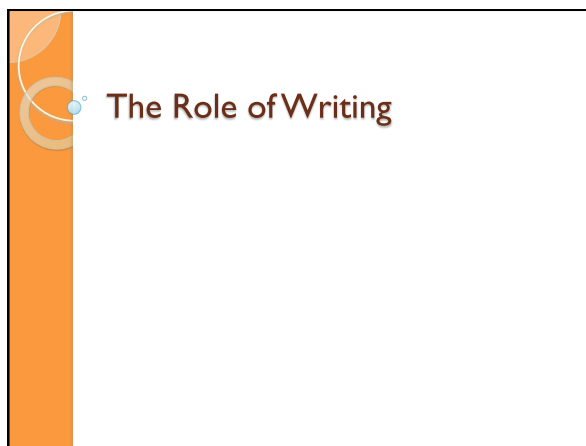
Adapted Reading Log

_____ 's Reading Log

Complete This With Student After Daily Book Reading. Adapted from Don Johnston Literacy Starter Kit, Reading Portfolio Tools

Date	Title/Author	How? (circle one)	With Who? (circle one)	Communication Method Used	Opinion (circle one)	Planning (circle one)
	I read	Computer book	By myself	AAC device	I liked this.	I will read this again.
		Paper Book	With someone	Light tech symbols	It was just OK.	I don't know.
		Who?	My voice	I didn't like this.	I won't read this again.	
	I read	Computer book	By myself	AAC Device	I liked this.	I will read this again.
		Paper Book	With someone	Light tech symbols	It was just OK.	I don't know.
		Who?	My voice	I didn't like this.	I won't read this again.	
	I read	Computer book	By myself	AAC Device	I liked this.	I will read this again.
		Paper Book	With someone	Light tech symbols	It was just OK.	I don't know.
		Who?	My voice	I didn't like this.	I won't read this again.	
	I read	Computer book	By myself	AAC Device	I liked this.	I will read this again.
		Paper Book	With someone	Light tech symbols	It was just OK.	I don't know.
		Who?	My voice	I didn't like this.	I won't read this again.	

Adapted by Gretchen Hanser, Updated 12-11



Sample High-Tech Alternatives to Pen & Paper

Labelers

From office supply stores
Tiny ~1/4" keys, ~\$30

Portable Keyboards

Neo
www.alphasmart.com

Forte
www.writerlearning.com

Enlarged Computer Keyboards

Big Keys computer keyboard
1" keys www.bigkeys.com

Alphabet Page on Communication Device

PANTHER TECHNOLOGY

1. A broad suite of universally designed tools to support learning and inclusion in reading, writing, arithmetic and computer control.
2. Consistent interfaces so people can learn quickly and do more with less complexity.
3. The power of the iPad. Plus the gorgeous design, insight, and interface found in the Tango.

Panther. Unleash your potential.

PANTHER WRITER


Innovative new keyboards support writing and note taking

- Provides powerful computer access to many who cannot now use a computer
- 5 different modes designed for diverse motoric issues
- One touch mouse clicks options, drag and drop and editing




FINE MOTOR LAYOUT

- For individuals with good fine motor skill, but not much range
- Drag finger over letters. Either lift or dwell to activate
- Word Prediction for writing support
- Advanced modules for settings, editing, etc that all work with same GUI
- Save docs, email, text, etc.




VERTICAL LAYOUT

- Huge innovation for individuals with low tone
- Drag finger along bottom. Letters highlight to show active. Either lift or dwell to activate
- Word Prediction for writing support
- Advanced modules for settings, editing, etc that all work with same GUI
- Save docs, email, text, etc.

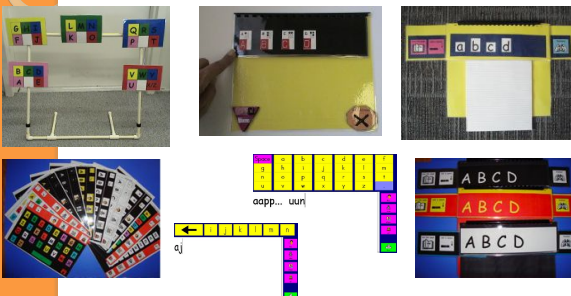


Tom's Keyboard

- Innovation for individuals with complex movement
- Fewer keys, so more area each
 - Less frequent keys on secondary keyboard
- Word Prediction for writing support
- Advanced modules for settings, editing, etc that all work with same GUI



Children Learn When They Are Actively Engaged: Write From the START!
Writing With Alternative Pencils CD, \$35, Center for Literacy & Disability Studies, University of North Carolina, Chapel Hill



Developmental Spelling Stages
(Gentry, 1982)

- **Pre-communicative** **NMNEWRWPA PDPMCMCLF**
 - graphic elements can represent ideas
 - scribble, numbers, letter-like strings, letters...
 - only letters are used but no awareness of sound-symbol relationships
- **Semi-phonemic** **U R MI FND ?**
 - attempt to represent sounds in words
 - only use 1 or 2 letters/sounds in a word
 - may integrate random strings of letters
- **Phonetic** (letter-name spelling) **I LIK CAK**
 - learning letter/sound correspondences
 - phonetic spellings often using letter names rather than sounds
- **Transitional** **LITE IS ON**
 - rule-based, though not always conventional
 - words look like real words.

Developmental Spelling

- Lets us know what students are hearing in a word
- Good research across languages, ability groups, SES for dev spelling
- Relatively easy to test

Using Data to Drive Instruction

- Summative assessment . . . Is what we're doing moving the student forward on the literacy continuum?
- Developmental spelling tests can be an excellent way to assess progress
- This is why it is crucial to get a pretest, even if you think 'they can't do it'!

Developmental Spelling Test

- Helps us understand what students know about the letter / sound system
- Useful for charting progress across time
- Supports targeting instruction by learning what students know, and what is confusing to them

Richard Gentry, 1982

MONSTER TEST

SPELLING WORD LIST

1. monster	The boy was eaten by a MONSTER.
2. united	You live in the UNITED States.
3. dress	The girl wore a new DRESS.
4. bottom	A big fish lives at the BOTTOM of the lake.
5. hiked	We HIKED to the top of the mountain.
6. human	Miss Piggy is not a HUMAN.
7. eagle	An EAGLE is a powerful bird.
8. closed	The little girl CLOSED the door.
9. bumped	The car BUMPED into the bus.
10. type	TYPE the letter on the typewriter.

How Will Students Respond?

- Ideally, students will write their answers
- **However**, most students with significant disabilities will not be able to write their answers

How Do We **USE**
the Results of
Developmental
Spelling Tests?

Formative Assessments

Formative Assessment is part of the instructional process. When incorporated into classroom practice, it provides the information needed to adjust teaching and learning while they are happening. In this sense, formative assessment informs both teachers and students about student understanding at a point when timely adjustments can be made. These adjustments help to ensure students achieve, targeted standards-based learning goals within a set time frame.

• Garrison & Ehrlinghaus
Association for Middle Level Education

Developmental Spelling Test
Ryan, age 12 (Using alphabet page on device)

Target Word	8/25/10	5/18/11
back	r	bcb
sink	6	fgh
mail	0 (zero)	amf
dress	1	ser
lake	6	taq
peelied	i	ghl
light	1	yu
dragon	k	dry
stick	8	sdng
side	8	swq
feet	i	fey
test	u	sdk
Total Score	8	22

DST Worksheet

Tease out information!

Musselwhite has developed a worksheet to pull out additional information.

Measure	Pre	Post	Comments
Raw Score			
% Initial Sounds Phonetically correct			
% Final Sounds Phonetically Correct			
% Vowels Represented			
% Vowels Correct			
% Blends Represented			

TRY IT: Discuss additional information you could pull out of the Developmental Spelling Tests

Summary: Ryan has made huge progress. On pre-test, he guessed randomly, choosing both numbers and letters. On post-test, he:

- used only letters (no numbers)
- represented each word with 2 - 5 letters
- included vowels on more than half of his words
- correctly represented almost half of initial consonants

Recommendations: Continue writing activities that require Ryan to sound out words, such as voting by letter. Play lots of wordo games ('my word starts with G' or 'my word starts with /g/'). Encourage him to scribble often, and give feedback on correct letters. Continue supporting him on the 'vowel rule', reminding him that every word has a vowel.

Student: _____ Destiny _____ Teacher: James Date: 8/25/10 - 5/17/11
Developmental Spelling Test Used: Dev Spelling Task: Back / Test
Notes: Used alpha board pre & post

Measure	Pre	Post	Comments
Raw Score	20	31	
% Initial Sounds Phonetically correct	58%	83%	
% Final Sounds Phonetically Correct	0%	58%	
% Vowels Represented	8%	50%	Clearly learning the 'vowel rule'
% Vowels Correct	0%	25%	
% Blends Represented	0%	33%	Note: 3 blends in test

Developmental Spelling Level:
Pre: Early semiphonetic
Post: Phonetic

QUOTABLE QUOTE

The day after you did the voting activity in my class, I had an IEP. I added a goal that Destiny would use the **ALPHABET** to write, not just symbols!

Kim, wonderful middle school teacher with 20 years experience

Summary: Destiny now hears most initial sounds and many final sounds; she's beginning to attempt vowels, but rarely hears blends.

Recommendations: Continue focus on word endings; time for more onset + rime activities; remind her to put a vowel in every word; use the vowel line on the alpha chart

AlphaBoard – Focus on Vowels


A
E
I
O

Begin to focus on vowels


- Vowel Rule – every word has one
- AlphaBoard cover-up might help some students!

Wordo!

can	from	my
with	see	little
this	very	get



Tip:
Use
Cheerios!



Or, critters!

Focus on Onsets:


- My word starts with C
- My word starts with /k/


Wordo/ Boo Bingo on iPad!

Chalk

Doodle Buddy

Whiteboard





1 Minute Writing Context Checklist

1-Minute Writing Context Checklist

Student: _____ Partner Writing with Student: _____ Date: _____

STUDENT: Notes (ex: not feeling good, forgot glasses, mad because came in early from recess, loved topic)

ENVIRONMENT: • **Grouping:** ☐ individual ☐ small group (2-7) ☐ large group (8+) • **Time of Day:** _____

• **Setting:** ☐ gen ed class ☐ resource room ☐ self-contained class ☐ home ☐ other _____

TASK: • **Person setting topic:** ☐ adult ☐ peer ☐ target student ☐ other _____

• **Topic Selection:** ☐ verbal choices ☐ remnant book ☐ topic list ☐ story (read) ☐ pics ☐ objects

• **Type of writing:** ☐ letter/note ☐ reading response ☐ poem ☐ photo desc. ☐ story ☐ review ☐ list

☐ journal entry ☐ blogging ☐ Social Networking (Facebook, etc) ☐ Other _____ Notes: _____

• **Model provided:** ☐ modeled with student's pencil ☐ showed finished sample ☐ Other _____

TOOLS: **Light tech:** ☐ standard pen / pencil ☐ alternative pencil (pencil flip chart, eye gaze frame) _____

☐ symbols for dictation (describe: ex: 4 PCS symbols; Print & Communicate)

High tech: ☐ computer keyboard ☐ alternate keyboard (ex: IntelliKeys) ☐ touchscreen keyboard

☐ portable writer (AlphaSmart, Writer) _____ ☐ communication device _____

☐ software support (ex: TextHelp, Solo, Classroom Suite) _____

Other: (Context from school/home experiences that impacted student's writing)

Musselwhite & Hanser, 2010

1 Minute Writing Context Checklist

DIRECTIONS: 1-Minute Writing Context Checklist

Overview: The 1-Minute Writing Context Checklist is designed to support teachers of students with significant disabilities, supporting them in saving writing samples that permit comparison across time. These writing samples should be kept in the student's Literacy Folder, with items checked and notes supporting how the sample was obtained, so that the writing sample is truly "stand-alone." The checklist is about tracking students' understandings of writing. In order to be useful student data, the checklist should be used with writing samples for which students have received very little or no help. If they have received too much help, then the students' true writing abilities may be masked, making it difficult to get a clear picture of their abilities.

Why? Often, students with significant disabilities do not write using a traditional pencil. Instead, their "pencil" might be a communication device (word-based or letter-based writing), an eye-gaze frame, an alphabet flip-board, etc. In addition, they may receive prompting beyond that given to typical students. It is crucial to capture the context of the writing sample, so that progress can be viewed across time. For example, Jim might have dictated a writing sample using symbols that he selected, with significant prompting. Two years later, he might be using the alphabet, using eye gaze. While the 2nd sample may look less sophisticated, with many invented spellings, knowing the context will let observers see that his writing skills have grown significantly across time.

What Purposes Does The 1-Minute Writing Context Checklist Serve?

- 1) *Showing change across time*, from month to month, and even year to year.
- 2) *Giving teachers and parents ideas*. For example, just using the checklist can help teachers see that they should use more variety in: topic selection, types of writing, and models provided.
- 3) *Noting the influence of context*. This checklist can show patterns that influence writing, such as setting, grouping, topic selection, or type of writing. This information can influence planning.

How Often Should the 1-Minute Writing Context Checklist Be Used? This should be used at least once a month, but preferably more often. Ideally, every writing sample in the Literacy Folder will have a checklist stapled to it.

Tip: Print multiple copies of the double checklist on the following page. Fill out each student's name, then place copies (w/ names) in each student's Literacy Folder, so it is available when needed.

1 Minute Writing Context Checklist

WHY?

- Showing **change across time**
 - Month to month & year to year!
- Giving teachers & parents **ideas**
 - Topic selection
 - Models provided
 - Variety of genre
- Noting the influence of **context**
 - setting, grouping, topic, genre, etc.

Assessing Pre-Communicative “Scribble” (Hanser, 2009)

- The quality of the interaction is dependent on the adult
- Assessment of the interaction
 - Did the adult model the pencil?
 - Did the adult pause & give student to look a print?
 - Did the adult offer motivating reasons to write?
 - Did the adult create a reason for student's writing to be used afterwards?

Sample Pages from Adult-Student Emergent Writing Interaction Inventory

(Hanser, 2009, Download from the Center for Literacy & Disability Studies)

Adult Behavior	Observation of Adult	Student Behavior	Observation of Student
Arranges materials so that student's pencil and resulting writing are visually/tactually available to the student throughout entire activity, e.g., positions flip chart and paper on an easel, uses thick, dark marker to write letters, Braille flip chart and writing are in a consistent location.		Student attends to materials. Might briefly stop to look or listen and/or reach for pencil, device or switch.	
Adult models writing with student's pencil and uses think outlouds, i.e., uses color coded eye gaze frame, print/Braille flip chart, Intellikeys, or switches.		Student attends to adult, AAC device and/or pencil.	
Adult pauses throughout the activity and gives student opportunity to process the print or Braille and the pencil. Talk is kept to a minimum.	Wait time observed:	Student shows interest and attention to the print/Braille.	

Other ideas for assessment when writing is not recognizable?? (Hanser, 2009)

- Interest/attention to others' modeling writing
- Ability to select writing topic
- Reaches out to “reread” Braille
- Visually attends to “rereading” the print
- Eager to share writing
- Shows preferences of letters
- Uses letters from name

Developmental Spelling Stages

(Gentry, 1982)

- **Pre-communicative** NMNEWWRWPAPDPDMCMCLF
 - graphic elements can represent ideas
 - scribble, numbers, letter-like strings, letters...
 - only letters are used but no awareness of sound-symbol relationships
- **Semi-phonemic** U R MI FND ?
 - attempt to represent sounds in words
 - only use 1 or 2 letters/sounds in a word
 - may integrate random strings of letters
- **Phonetic** (letter-name spelling) I LIK CAK
 - learning letter/sound correspondences
 - phonetic spellings often using letter names rather than sounds
- **Transitional** LITE IS ON
 - rule-based, though not always conventional
 - words look like real words.

Informal Writing Assessment (Hanser, 2010)

- **Repeats Letters In Order.** The student repeats the letters in the order that they are presented. The student doesn't have to include every single letter, but includes most of them.
Example: jjjjjllllllnnnxxxxxxkkkkkkkaaaaakkkllllmmm
- **Repeats Letters Out of Order.** The student continues to repeat letters, but not always in the order that they are presented. They may include single letters.
Example: jjjiortghhhhhemae

• **Letter Patterns.** The student selectively experiments with a pair or small group of letters to make repeated patterns.

Example: hrhrhrhwwwlwlwlwlllqwllrttytyty

• **Random Spaces.** The student begins to experiment with using spaces.

Example: rr ll lw www qw eeeeeee fhfhfhfhf w w

• **Word Like Groupings.** Writing contains word-like groupings.

Example: kjl;jk ryry ruui jdjdjdjd ajlkj ffff

Reinforcement Feedback

(Karen Erickson, 2010)

- Good writing!
- Awesome work.
- You really paid attention.
- Great job!
- Excellent work.
- Your mom will be really proud of you.
- Good for confidence, but doesn't teach them how to think and write

Informative Feedback

(Erickson, 2010)

- I see **some letters from your name**. Let's find them.
- Point to one **of your letters**. Let's see if it is in **someone's name**.
- You have **a lot of "c"s** in your writing. Let's find all of them.
- Let's see if we can **write some more words with some of your letters**.

Motivation Interview

(adapted by Morrow (2001) from Gambrell, 1993)

- Sample items:
 - Learning to read is: easy, a little hard, really hard
 - How often would you like your teacher to read to the class?: every day, almost every day, not often
 - Do you like to write? Yes, it's OK, I'd rather do something else
 - Do you like to read by yourself? Yes, it's OK, no

From Morrow, Literacy Development in the Early Years, 2001, p. 195

Motivation Interview: Reading Hot off the Press!

Hanser & Skinner, 2012, from Morrow

Questions	2	1	0
Do you like reading?	Yes	I don't know	No
Do you like it when your teacher reads to the class?	Yes	I don't know	No
Do you like to read books by yourself?	Yes	I don't know	No
What do you like to read?	Paper books	Computer books	Something else
What would you like to have?	A new book	A new game	New clothes

Motivation Interview: Writing Hot off the Press!

Hanser & Skinner, 2012, from Morrow

Questions	2	1	0
Do you like to write?	Yes	I don't know	No
Do you like it when your teacher writes for the class?	Yes	I don't know	No
Do you like to write by yourself?	Yes	I don't know	No
Do you like to write with the class?	Yes	I don't know	No
What do you like to write?	Emails	Journals	News-papers
Would you like to write in your free time?	Yes	I don't know	No
Would you like to write at home?	Yes	I don't know	No
Do you like to share your writing?	Yes	I don't know	No

Common Rimes (aka: word families) (Wylie & Durrell, 1970)

ack	ap	est	ing	ot	
ail	ash	ice	ink	uck	ain
at	ick	ip	ug	ake	ate
ide	it	ump	ale	aw	ight
ock	unk	ame	ay	ill	oke
ank	an	eat	in	op	ell
ine	ore				

Can use these to decode 500 words!

February 2007 Tip: www.aacintervention.com

Getting Started with Word Sorts

- Choose 2 words each with a different word family
- Make a list of 5 words that contain that word family
- Write out cards
- Use a pocket chart or velcro board
- Sort words into columns
- Give instructional feedback

Visual Sorts Using Sticky Notes

A green board with yellow sticky notes containing the words: kick, ball, lick, all, tall, sick, fall, small, Nick.

Visual Sorts With Audio!! Sticky Desk

ONLY for initial learning – MUST fade so students can 'read it in your head'

Step 3: Word Sort

*Sort for onsets, word length, word families

a

at

an

pan

tan

can

cat

Before sorting, read each word, use it in a sentence.
Give student a chance to say it in their head.

Step 3: Word Sort For Word Families at/an

at

an

cat

pan

can

a

tan

Visual Word Sort Data Collection Form					
<small>Directions: Prior to activity, adult presents words visually and reads them all to student. Use hatch marks to track frequency of student attempts.</small>					
<small>Date/Initials</small>	<small>Goal of sort & list of words</small>	<small>Attempts to word (Examples: places to start word; visually attends to word 2 or more seconds)</small>	<small># of times instructional feedback is given (sounds or explanations)</small>	<small># words correctly sorted over total number of words</small>	<small>% of sorted words</small>
	Sort for Words:				
	Sort for Words:				
	Sort for Words:				
	Sort for Words:				
	Sort for Words:				
	Sort for Words:				
	Sort for Words:				
Totals:					

(Created by Gretchen Hanser, 2011)

Wordo: Focus on Rimes

WORDO: PETS A

you	are	my
bad	FREE	ate
did	good	dog

Focus on Rimes:

- My word rhymes with 'sad'
- My word ends like 'hog'
- *Remember:* use evaluative feedback!

Onset + Rime

Working with Words: First Session 2 Read

Next: Onset + Rime

bl	s	ing
th	r	ank
k	no	yes

Tip:
Pick onsets & rimes
from topics / reading
Ex: story has words
such as 'thank' and
'thing'

Teacher's Note: For activity directions, see the "Onset/Rime Instructions."

From: *Learning to Work*, Musselwhite & Richardson
www.attainmentcompany.com

Modified Making Words

at an

r f p


b d n s t

Access Guide (Significant Disabilities) Website

<http://sda.doe.louisiana.gov>

Handout for this session is at:

www.aacintervention.com



Other Important Links

aac-balancedliteracy.wikispaces.com

www.med.unc.edu/ahs/clds

Spedapps2.wikispaces.com