

## Concepts of Print Assessment

### Purpose

The Concepts of Print Assessment gives teachers insight into a student's knowledge of basic print concepts and book handling skills.

### Administration

- Give the student a copy of a simple book that has print and illustrations on facing pages and contains at least one page with two or more lines of text.
- Ask the student to identify the front and back covers of the book by reading the dialogue prompt on the Concepts of Print Teacher sheet.
- Record the student's correct responses with a check mark next to the corresponding skill on the Concepts of Print Teacher sheet.
- Repeat the process of reading the dialogue prompts for each skill and recording the student's responses.
- Do not offer the student any assistance.

### Analysis

- Concepts of Print represent some of the prerequisite skills for learning to read. Compare the skills the student is lacking to those concepts that have already been formally introduced in classroom instruction. Note which skills require re-teaching or review.

# Concepts of Print

Name: \_\_\_\_\_

Score: \_\_\_\_\_/12 \_\_\_\_\_/12 \_\_\_\_\_/12 \_\_\_\_\_/12

Date: \_\_\_\_\_

<p><b>Front and back cover of the book</b> (student must show both)          "Show me the front of the book." "Show me the back of the book."</p>				
<p><b>Title</b>          "Show me the title."</p>				
<p><b>Print carries the message</b> (student must point to words not picture)          "Show me what to read."</p>				
<p><b>Top left</b>          "Show me where to start reading."</p>				
<p><b>Left to right</b>          "Which way do I go?"</p>				
<p><b>Return sweep</b> (student must point from end of one line to beginning of next line)          "Where do I go after that?"</p>				
<p><b>One-to-one word matching</b> (student must demonstrate exact matching)          "Point to each word as I read."</p>				
<p><b>Concept of word</b> (student must show both)          "Put your fingers around just one word." "Put your fingers around two words."</p>				
<p><b>Concept of letter</b> (student must show both)          "Put your fingers around just one letter." "Put your fingers around two letters."</p>				
<p><b>Concept of first and last</b> (student must show both)          "Show me the first letter of a word." "Show me the last letter of a word."</p>				
<p><b>Period</b> (either response is acceptable)          "What is this for?" "What is this called?"</p>				
<p><b>Question mark</b> (either response is acceptable)          "What is this for?" "What is this called?"</p>				