

## Supporting Students with Significant Disabilities in Literacy Assessment: Sample Assessment Tools

Assessment Tool	Brief Description	Notes	Resource / Reference
<p>DIBELS</p> <p>Dynamic Indicators of Basic Early Literacy Skills</p> <p>Good &amp; Kaminski</p>	<p>Standardized assessment covering:</p> <ul style="list-style-type: none"> <li>• <b>Measures of phonological awareness</b> (Initial Sounds Fluency; Phoneme Segmentation Fluency)</li> <li>• <b>Measure of Alphabetic Principle</b> (Nonsense Word Fluency)</li> <li>• <b>Measure of fluency with connected text</b> (Oral Reading Fluency)</li> </ul>	<p>Measures 3 of the 5 'Big Ideas' of early literacy</p> <p>Developed and supported by the University of Oregon and the Dynamic Measurement Group</p> <p>Administered individually</p> <p>May not be successful for students with significant disabilities (many subtests require oral responses)</p>	<p><a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a></p> <p><a href="http://www.dibels.org/">http://www.dibels.org/</a></p>
<p>THE BRIDGE</p> <p>Pierce, Summer, &amp; O'Kirk, in progress</p>	<p>Checklist covering:</p> <ul style="list-style-type: none"> <li>• <b>Foundations of Reading</b> (book knowledge, print awareness, etc.)</li> <li>• <b>Foundations of Writing</b> (motor, cognitive-linguistic)</li> <li>• <b>Alphabet Knowledge</b></li> <li>• <b>Phonological/Phonemic Awareness</b></li> <li>• <b>Oral Language</b> (related to literacy)</li> </ul>	<p>Initially developed for preschoolers in NC</p> <p>Adapted from the TROLL</p> <p>Considers emergent literacy and the strong link between oral and written language development</p> <p>Focused on evidence based reading research (EBRR)</p>	<p>Download from the website for the Center for Literacy and Disabilities Studies</p> <p>Early Childhood Resources page</p> <p><a href="http://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment/">http://www.med.unc.edu/ahs/clds/resources/early-childhood-resources-1/the-bridge-assessment/</a></p>
<p>Early Literacy Engagement Progress Monitoring Checklist</p> <p>King-DeBaun</p>	<p>12 Item checklist Including:</p> <ul style="list-style-type: none"> <li>• <b>Attends to Book Reading</b></li> <li>• <b>Independent Book Exploration</b></li> <li>• <b>Book Engagement</b> (Repeated phrases, oral cloze, echo reading, attention to text)</li> <li>• <b>Story Comprehension</b></li> <li>• <b>Early Writing</b></li> </ul>	<p>Observation by teacher, parent, therapist</p> <p>Permits 5 observations across 1-3 years</p> <p>Designed for students with very significant delays</p> <p>Very straightforward observation codes</p>	<p><a href="http://www.creativecommunication.com/">http://www.creativecommunication.com/</a></p>

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	<ul style="list-style-type: none"> <li>• <b>Book Enjoyment</b></li> <li>• <b>Recognition of Vocabulary</b> (receptive and expressive)</li> </ul>		
<p>Intervention Planning Tool</p> <p>Literacy Starters Teacher Guide (Don Johnston)</p> <p>Karen Erickson</p>	<p>Literacy planning checklist</p> <ul style="list-style-type: none"> <li>• <b>Concepts About Print – Independent Reading</b></li> <li>• <b>Alphabetic Principle – Word Identification</b></li> <li>• <b>Oral Language – Comprehension</b></li> <li>• <b>Phonological Awareness – Phonemic Awareness/Phonics</b></li> </ul>	<p>Helps teacher determine the student’s emerging reading profile</p> <p>Supports teacher in developing a plan to move students along the continuum toward conventional literacy</p> <p><i>Note:</i> Intervention Planning Tool is included on the Teacher Materials CD with each Literacy Starter set</p>	<p><a href="http://www.donjohnston.com">www.donjohnston.com</a></p> <p>(look for Start to Finish, Literacy Starters)</p> <p><a href="http://www.donjohnston.com/products/start_to_finish/literacy/index.html">http://www.donjohnston.com/products/start_to_finish/literacy/index.html</a></p>
<p>Literacy Rubric</p> <p>Staugler, 07</p>	<p>Observation checklist</p> <ul style="list-style-type: none"> <li>• <b>Phonemic Awareness</b></li> <li>• <b>Concepts of Print</b></li> <li>• <b>Word Recognition</b></li> <li>• <b>Fluency</b></li> <li>• <b>Comprehension</b></li> </ul>	<p>Ranks students on a continuum from:</p> <p>Early Emerging Literacy To Transitional Emerging Literacy To Early Conventional Literacy</p> <p>Students achieve a score from 0 – 25, making this good for pre-post assessment</p>	<p><a href="#">Kathy Staugler Literacy Rubric (07)</a></p>