**Concepts of Print Assessment**

**at Early Level**

|  |  |  |
| --- | --- | --- |
| **Text Handling** | Identifies the front cover of the text. |  |
| Identifies the back cover of the text. |  |
| Identifies the title of the text. |  |
| Demonstrates some awareness of the author and/or illustrator. |  |
| **Directionality** | Identifies where to begin reading. |  |
| Matches print with spoken word as text is read aloud (beginning to track with finger). |  |
| Demonstrates an understanding of left-to-right directionality when reading. |  |
| Correctly moves from the end of one line of text to the start of the next (return sweep) e.g. *“Where do I go then?”* |  |
| **Letters and Words** | Identifies the first word on the page. |  |
| Identifies the last word on the page. |  |
| Indicates one word in the text e.g. *“Move your fingers until I can see one word.”* |  |
| Indicates two words in the text e.g. *“Move your fingers until I can see two words.”* |  |
| Identifies the first letter in a word. |  |
| Identifies the last letter in a word. |  |
| Indicates one letter in a word e.g. “*Move your fingers and show me one letter*.” |  |
| Indicates two letters in a word e.g. “*Move your fingers and show me two letters*.” |  |
| Uses knowledge of the alphabet to correctly name at least three letters e.g. “*Tell me the name of letters you know*.” |  |
| Identifies a numeral(s) in text. |  |
| Recognises own name in print. |  |
| Recognises familiar environmental print (e.g. logos, signs, instructions). |  |
| **Knows the difference between a letter, word and numeral.** |  |
| **Punctuation** | Identifies a lowercase letter. |  |
| Identifies a capital letter. |  |
| Demonstrates an understanding of the purpose of a capital letter. |  |
| Identifies a full stop. |  |
| Demonstrates an understanding of the purpose of a full stop. |  |

**Concepts of Print Assessment**

**at First Level**

|  |  |  |
| --- | --- | --- |
| **Text Handling** | Identifies the title of the text. |  |
| Identifies the author of the text. |  |
| Identifies the illustrator of the text. |  |
| Identifies contents page and index in a non-fiction text. |  |
| Demonstrates an understanding of a glossary. |  |
| Identifies headings and sub-headings. |  |
| **Directionality** | Demonstrates an understanding of how the purpose and layout of a text influence how we engage with it  (e.g. fiction, non-fiction, websites, instructions). |  |
| Consistently follows appropriate directionality when reading texts. |  |
| Navigates digital texts using appropriate menus, hyperlinks, or icons. |  |
| Begins to skim texts. |  |
| Begins to scan sentences, paragraphs and whole texts. |  |
| **Letters and Words** | Identifies a range of simple pronouns. |  |
| Identifies a noun. |  |
| Demonstrates an understanding of a noun. |  |
| Identifies a verb. |  |
| Demonstrates an understanding of a verb. |  |
| Identifies an adjective. |  |
| Demonstrates an understanding of an adjective. |  |
| Identifies an adverb. |  |
| Demonstrates an understanding of an adverb. |  |
| Identifies a range of simple prepositions. |  |
| Identifies where ‘a’ and ‘an’ are used and demonstrates an understanding. |  |
| Identifies simple conjunctions in a text (e.g. and, but, so, because). |  |
| **Punctuation** | Identifies a question mark. |  |
| Demonstrates an understanding of the purpose of a question mark. |  |
| Identifies an exclamation mark. |  |
| Demonstrates an understanding of the purpose of an exclamation mark. |  |
| Identifies speech marks. |  |
| Demonstrates an understanding of the purpose of speech marks. |  |
| Identifies a comma. |  |
| Demonstrates an understanding of the purpose of a comma. |  |
| Identifies apostrophes. |  |
| Demonstrates an understanding of the purpose(s) of apostrophes. |  |
| **Uses punctuation and grammar to read with understanding and expression,** grouping words into meaningful phrases. |  |