

## Emergent and Early Literacy Assessment Battery

Area of assessment	Test/task	Type of test/scoring	Adaptations
General Communication	Vineland Adaptive Behaviour Scales II (Sparrow et al., 2005), Communication subscale: receptive, expressive, written	Formal, standardized, parent-report measure	None
Home Literacy Environment	Based on Boudreau (2005)	Informal parent questionnaire	Added questions about the use of an AAC system; spelling skills.
(Pre)school Literacy Environment	Teacher interview Early Language and Literacy Classroom Observation (ELLCO) Pre-K (M. W. Smith et al., 2008)	Interview Standardized observational tool	None
<i>Meaning-Related Assessment</i>			
Receptive Vocabulary	Peabody Picture Vocabulary Test (PPVT-4; Dunn & Dunn, 2007) vocabulary.	Standardized norm-referenced test	None
Understanding of Single Words	Test for the Reception of Grammar—Version 2 (TROG-2; Bishop, 2003)	Standardized norm-referenced test	Test discontinued after three failed sections.
Sentence-Level Comprehension	School-specific checklist: <ul style="list-style-type: none"> <li>• Following directions</li> <li>• Understanding yes/no questions</li> </ul>	Informal	None
Text-Level Comprehension	Two comprehension questions were asked within the Print Concepts Assessment (see below/Appendix C)	Informal	The following questions were asked: Who is the story about? What happened in the story?
<i>Print-Related Assessment</i>			
Alphabet Knowledge: Letter Name Knowledge and/or Letter Sound Knowledge	Letter-Sound Identification probe (Erickson et al., 2005) —Children are asked to point to a target letter from a field of six.	Informal; maximum score 26	Letters were arranged on an A4 sheet of paper with clear margins. This task can also be administered using eye-gaze technology.
Print Concepts	Assessed based on Marie Clay's (2000) Concepts About Print assessment, with modifications based on Erickson et al. (2005).	Informal; maximum score 12. See Appendix C for the Score sheet	Using <i>Pip and Posy: The Scary Monster</i> (Scheffler, 2013), we engaged the child in book sharing for at least 5 min and checked the child's knowledge of orientation, directionality, concepts of words and letters.
Name Writing	Assessed and scored using the procedure outlined in (Bingham et al., 2017) — Children are asked to write their name.	Informal; scored using an 8-point scale: 0 = <i>refusal</i> ; 1 = <i>scribbling</i> ; 2 = <i>drawing as writing</i> ; 3 = <i>scribble writing</i> ; 4 = <i>letter-like shapes</i> ; 5 = <i>letters and letter-like shapes</i> ; 6 = <i>partial word/name</i> ; 7 = <i>all letters in name, incorrect order</i> ; 8 = <i>correct</i> .	All children were provided with a pencil and a blank piece of paper.
Phoneme Awareness	Phonological Awareness Literacy Screening—Pre-Kindergarten (Invernizzi et al., 2004) Initial Phoneme Awareness task.	Subtest from a standardized test; maximum score 10.	Adapted from Westerveld et al. (2017). The examiner labeled a picture; children were then asked to identify the first sound in a word, by posting the picture in one of three cups labeled /m/, /s/, and /b/.

(table continues)

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Invented Spelling	Assessed using the Phoneme Awareness task from the Early Reading Screening Inventory (ERSI; Morris, 1998)—Children are asked to spell 12 words.	Informal. One point is awarded for each phoneme represented within each word.	Children were allowed to use their AAC system.
Word Identification	Assessed using the preprimer word list from the Basic Reading Inventory (BRI; Johns et al., 2016).	Informal; maximum score 12	This task was modified as per Erickson et al. (2008). Children were asked to select a target word from a field of four, which included three distracter words that begin with the same letter and are of similar length.

*Note.* AAC = augmentative and alternative communication.

## Appendix B

### Assessment Preparation Checklist (Adapted from Paynter, 2015; Paynter & Fothergill, 2015)

	Checked
<b>Routine and Structure</b>	
Have you chosen a time of the day that is likely to maximize alertness and motivation and be minimally disruptive of school routines?	
Have you considered the most suitable environment and setting?	
Have you organized reinforcers for use during the assessment?	
Have you prepared the assessment materials in advance to reduce transition times between tasks?	
Have you arranged the sequence of tasks to include a variety of easy/more challenging tasks throughout the session?	
Did you consider whether a familiar adult (e.g., teacher) should be present?	
<b>Visual Supports and Social Story</b>	
Have you created a social story to help prepare the child? This should include who will be present, where the assessment will take place, and how long it will last.	
Have you created a visual schedule, which includes an overview of the tasks, the order of activities, and what will happen at the end?	
<b>Environmental Audit</b>	
Have you considered the effect of lighting (e.g., sunlight through windows, room lighting)?	
Have you considered the level of noise as well as the pitch of noises?	
Have you reduced or removed visual distractions, such as room clutter and unnecessary visual displays?	
<b>Responsiveness to Child During the Assessment</b>	
Have you watched carefully for signs of tiredness or distress?	
Have you provided regular short breaks and stopped completely if necessary?	
<b>Considerations for Children With Autism Spectrum Disorder and Limited Verbal Communication Skills</b>	
Have you ensured that the child has brought their augmentative and alternative communication (AAC) system with them?	
Have you ensured all tasks are accessible and can be completed without requiring a spoken response?	
Have you considered any adaptations carefully, including the impact they may have on interpretation?	
Have you considered the receptive language demands of tasks and kept instructions as simple and concrete as possible and allowed sufficient processing time?	
Have you considered the receptive language demands when interpreting the results? Did the child really not understand the skill(s) or concept(s) being assessed or might she/he have been unsure of the task instructions or requirements?	
Have you documented any adaptations in the recording forms and any educational reports?	

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Concepts About Print–Pip and Posy: The Scary Monster

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Say to the child: *Let's look at a book.*

Aim: Share the book with the child – aim for the session to last for at least 5 min – use a timer/stopwatch/clock

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COVER

Item 1

Test:

Say:

Score:

For orientation of book. Put the book in front of the child, upside down, back to front.

*"Let's read a story."*

1 point for the correct response. (i.e., child turns the book the right way.)

Comments:

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*This book is called: Pip and Posy, The Scary Monster.*

(point to the title of the book).

*Look!* (point to Pip, then point to Posy).

Turn the pages until you get to the beginning of the story.

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PAGES 1/2 - rainy day

Item 2

Test:

Say:

Read:

Score:

Concept that print, not picture, carries the message.

*Where do I start to read?*

Text on page 2

1 point for print, 0 for picture

Item 3

Say:

Read:

Score:

Directional rules

*Now which way do I read?*

Text on page 2

1 point for left to right directionality

Comments:

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Read the text on page 2 (*It was a rainy day...*) then move to page 3.

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PAGES 3/4 + 5/6 - make sure you test the following:

Item 4

Test:

Say:

Score:

Left page before a right page

*Which page do I read first?*

1 point if the child points to the left page

Item 5

Test:

Say:

Score:

Understanding of nouns

*Where is the (chair, flower, frog)?*

1 point for correct pointing

Item 6

Test:

Read:

Say:

Score:

Understanding of verbs

Page 3/4

*Who is baking?*

1 point for correct pointing or naming of Posy

Item 7

Test:

Say:

Score:

Can you turn the page?

*Can you turn the page?*

1 point if the child turns the page independently

Comments:

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PAGES 7/8

Item 8

Test:

Say:

Score:

Point to a word

*Can you point to a word?*

1 point for correct pointing

Item 9

Test:

Say:

Score:

Point to a letter

*Can you point to a letter?*

1 point for correct pointing

Comments:

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Concepts About Print–Pip and Posy: The Scary Monster

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PAGE 10  
Item 10

Test:  
Say:  
Score:

Word by word pointing  
*Point to each word while I read.* (read page 10 slowly but fluently)  
1 point if the child points to each word in the sentence while you read

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Comments:

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PAGE 14  
Item 11

Test:  
Say:  
Score:

Understanding of inferences  
*Why is Posy crying?*  
1 point for “she’s scared” or “there’s a monster”

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Comments:

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This time, ask the child to read

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PAGE 21/22  
Item 12

Test:  
Say:  
Score:

Can the child read the text?  
*Can you read this page? (Do not point)*  
1 point if the child accurately reads the words on the page

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Comments:

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For the remaining pages – read the text (make sure to point to the big bold letters).

Give the child ample opportunity to initiate, read, and comment. Follow the child’s lead to get a sense of engagement in story book reading.

You may do this by asking some open-ended questions – for example:

1. What is he doing?
2. What will happen next?
3. Commenting – look at him, he is...
4. Commenting – he is scary isn’t he...

When you have finished reading the book – go back to the title page:

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Question

Response

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Who was that story about?  
What happened in the story?  
Do you like monsters?  
What was the story called?

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These items are not scored but answers are recorded and used to evaluate the child’s ability to answer text-level comprehension questions.

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