

AN OBSERVATIONAL ASSESSMENT CHECKLIST:  
CHILDREN'S EARLY LITERACY DEVELOPMENT

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Child's Name: _____	Date: _____	
Child's Age: _____	Birth Date: _____	Examiner: _____

Directions: Observe the child in an array of early literacy activities (for example, one-on-one shared storybook reading, whole class writing and reading activities). Check each of the following that applies:

Section I. Written Language Awareness

- \_\_\_\_\_ 1. Child recites first ten letters of the alphabet.
- \_\_\_\_\_ 2. Child identifies by pointing five of the first ten letters of the alphabet.
- \_\_\_\_\_ 3. Child identifies letters that occur in his/her name.
- \_\_\_\_\_ 4. Child prints the first letter of his/her name.
- \_\_\_\_\_ 5. Child identifies a capital letter as different from a small letter.
- \_\_\_\_\_ 6. Child points to the first letter in a word.
- \_\_\_\_\_ 7. Child recognizes that print runs from left to right.
- \_\_\_\_\_ 8. Child distinguishes scribbles ("writing") from pictures in drawings.
- \_\_\_\_\_ 9. Child knows that words are comprised of letters.
- \_\_\_\_\_ 10. Child uses terms like "word", "letter", and "alphabet".

Section II. Environmental Print Awareness

- \_\_\_\_\_ 1. Child responds to signs in the classroom.
- \_\_\_\_\_ 2. Child "reads" common signs in the environment, such as "Stop".
- \_\_\_\_\_ 3. Child recognizes common logos, such as Nike or a sports team.
- \_\_\_\_\_ 4. Child "reads" labels on packages, such as potato chips or toothpaste.
- \_\_\_\_\_ 5. Child identifies letters on common signs in the environment.
- \_\_\_\_\_ 6. Child feels that he/she can read some signs, such as "McDonalds".
- \_\_\_\_\_ 7. Child shows interest in what items say in the classroom.
- \_\_\_\_\_ 8. Child differentiates between pictures and print on posters and signs.
- \_\_\_\_\_ 9. Child asks for help to "read" signs and words in environment.
- \_\_\_\_\_ 10. Child understands that print has a different role than pictures on signs.

**Second III. Book Handling Knowledge**

- \_\_\_\_\_ 1. Child is interested in reading and sharing books.
- \_\_\_\_\_ 2. Child identifies the front and back of a book.
- \_\_\_\_\_ 3. Child holds book the correct way (right side up).
- \_\_\_\_\_ 4. Child can tell title of favorite books.
- \_\_\_\_\_ 5. Child can identify where title is on cover of book.
- \_\_\_\_\_ 6. Child turns pages, one at a time, from front to back.
- \_\_\_\_\_ 7. Child looks at pages from left to right.
- \_\_\_\_\_ 8. Child distinguishes between print and pictures on the page.
- \_\_\_\_\_ 9. Child identifies top and bottom of a page.
- \_\_\_\_\_ 10. Child knows that print tells the story.

Notes: \_\_\_\_\_  
\_\_\_\_\_

**EARLY LITERACY OBSERVATIONAL SCORES**

I.	Written Language Awareness	_____ /10
II.	Environmental Print Awareness	_____ /10
III.	Book Handling Knowledge	_____ /10
IV.	COMPOSITE SCORE	_____ /30