

Source: Nilsen, B. (1996).  
 Week by Week: Plans for  
 Observing & Recording Young  
 Children. Albany, NY: Delmar

## LITERACY RATING SCALE

Child's Name \_\_\_\_\_

### INTEREST IN BOOKS

No interest, avoids	Only if adult-initiated	Brings books to adult to read	Looks at books as self-initiated activity
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### LISTENING TO BOOKS

Wiggly, no attention	Intermittent attention	Listens in one-on-one situation	Listens as part of a group, tuning out distractions
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### INVOLVEMENT WITH BOOKS BEING READ

Little or no response	Emotional response, laugh, frown	Comments, asks questions	Joins in during reading
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### HANDLING BOOKS

No voluntary touching	Rough handling	Exploratory manipulation	Books as favorite toys
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### CONCEPT OF BOOK FORMAT

No idea of front/back, up/down	Holds book right side up but skips pages	Demonstrated front/back concept	Looks at pages left to right
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### CONCEPT OF STORY BOOK

Labels pictures	Retells story in sequence from pictures	Accurately repeats some story lines	Points to print while accurately re-telling from pictures
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### PRINT IN THE ENVIRONMENT

Notices signs, labels	Asks, "What's that say?"	Reads signs, labels out of context	"Writes" signs to label constructions
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### BEGINNING READING

Recognizes own name	Recognizes letters in name in other words	Reads simple words	Sounds out letters in unfamiliar words
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## LITERACY RATING SCALE (continued)

### MANIPULATION OF WRITING TOOLS

Fist hold	High hold on pencil	Adult grip, little control	Adult grip, good control
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### COMMUNICATION THROUGH WRITING

Communicates ideas through drawing	Will dictate on request	Initiates dictation	Draws and writes words
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### BEGINNING WRITING

Scribbles, no reference to writing	Named scribbles "Says my name"	Single letters, random	Writes name
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### WRITING IN PLAY

No reference to writing	Asks for signs, words to be written	Asks for adult to spell words	Sounds out words and writes on own
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