

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
LISTENING TO BOOKS			
Wiggly, no attention	Intermittent attention	Listens in one-on-one situation	Listens as part of a group, tuning out distractions
INVOLVEMENT WITH BOOKS BEING READ			
Little or no response	Emotional response, laugh, frown	Comments, asks questions	Joins in during reading
HANDLING BOOKS			
No voluntary touching	Rough handling	Exploratory manipulation	Books as favorite toys
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
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
PRINT IN THE ENVIRONMENT			
Notices signs, labels	Asks, "What's that say?"	Reads signs, labels out of context	"Writes" signs to label constructions
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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