

Revised Emerging Literacy Survey Quick Reference Guide and Tip Sheet

(from the Houghton Mifflin ELS General Guidelines)

1. The R-ELS is designed to be administered by the classroom teacher to one child at a time. The **Word Writing** and **Sentence Dictation** tasks can be administered to small groups of children.
2. Each assessment section (such as **Beginning Sounds**, **Letter Naming**, etc.) is divided into five parts:
 - a. **Directions:** Use the script for what teachers should say while testing students. *It is essential that all directions are followed as given, so that the results of the assessment are comparable across classrooms and school sites. Misinterpretations of the results can occur if a child is given either more or less instruction and support than is indicated in the directions.*
 - b. **Practice Items:** Provide 3 initial examples to help familiarize students with the activity to be performed. *All practice items should be used regardless of a child's success with them.*
 - c. **Assessment Items:** Specific items that are assessed and recorded. *Teachers cannot provide any help with these items.*
 - d. **Recording:** Tells how to record the correct answers in each section.
 - e. **Discontinue:** Provides explicit directions for when to discontinue testing a particular section. *The directions for discontinuing testing vary by section. Read each section carefully prior to testing.*
 - f. **Time Limits:** Some sections have specific directions for time limits.
3. The **Beginning Sounds**, **Letter Naming**, **Word Recognition**, **Word Writing**, and **Sentence Dictation** sections have italicized **Notes**, which can provide options and tips for administration.
4. Praise and encouragement may be offered to students. However, avoid giving feedback as to whether responses are correct or not.
5. All responses should be recorded immediately. Incorrect responses should also be recorded since the nature of the error can be informative.
6. This assessment allows room for flexibility. Teachers may wish to switch the order of the assessments (such as giving the **Concepts of Print** or **Letter Naming** sections first) to accommodate the needs and comfort levels of their students. Teachers may also determine how many assessments to give in one sitting, and when to allow students to take a break.
7. **Review each section** of the R-ELS prior to administering it to students. Practice reading the script aloud until the script feels comfortable and natural for you.
8. **Have all materials prepared** and accessible prior to beginning test administration with students.