

Using the Concepts About Print Observation Task

1. Administer the items as directed.
2. Read the instructions to the child, as they are written, for each item.
3. Move deliberately and demonstrate clearly.
4. If the child does not respond appropriately to Item 10 - *Line order altered* - then items 12, 13, and 14 are likely to be difficult and *can be omitted at the discretion of the teacher*. Still read the story on those pages to the child.
5. Items 15 to 24 should then be administered to all children.

Interpretation of scores

1. Most of the concepts about print items tell us something about what the children are attending to on the printed page.
2. In items 12 to 14, (1) the order of words, or (2) letters at the beginning or end of words, or (3) letters in the middle of words, have been changed. These items are shifts in what children are attending to as they look at print.
There is a very steep gradient of difficulty on items 12 to 14. Children usually notice the changed word order (Item 12) before a change in first and last letters (Item 13) or a change in the letters buried within the word (Item 14)
3. Concepts that a child had difficulty with can be developed within a balanced literacy program, where the child and teacher explore a variety of texts and focus on particular needs that have been identified.