A DRAFT adapted/modified BRIDGE for students with complex needs
(Adapted by Erin Sheldon, M Ed, from The BRIDGE, an observational portfolio rating scale by Pierce, Summer, O'DeKirk, 2005)

Foundations of Reading (Book Knowledge/Appreciation/Print Awareness/Story Comprehension)							
Physically handle/ interact with books	Rips or mouths books and paper	Explores books with hands, stacks or bangs	Looks at book pages when shown	Browses book pages independently	Recognizes book by its cover	Holds the book appropriately, unprompted	Independently studies book pages	Turns pages appropriately, paper or digital
Interact with print	Indicates enjoyment when being read to	Touches the page when exploring books	Beginning to recognize print	Frequently recognizes print, such as pointing, touching, or looking at	Makes print to speech connection	Knows where to read on a page. Notices if reading partner skips text.	Completes any part of a sentence by generating a word with a symbol, photo, sign, or gesture	Understands "concept of word" (1:1 correspondence of text to speech)
Direct and take ownership of shared literacy experiences	Chooses literacy activities from an array of objects, photos, or symbols	Initiates any literacy activity: reading, scribble, alphabet play	Initiates a choice of story by selecting a book and sharing it to be read	Communicates a choice of story or song using a picture, sign, or vocalization	Directs the story or song to continue or cease using a symbol or sign	Communicates a choice of book topic or genre using a symbol of sign	Self-identifies as a reader	Comments on or shares opinions about the story using symbols
Interact with symbols during shared reading	Observes partner model the use of a symbol array	Recognizes 2-5 symbols regularly used by partner	Explores 2 or more symbols on array during reading	Uses multiple symbols to direct or comment on actions of partner	Uses AAC system to respond to partner	Uses AAC system to direct partner	Initiates using AAC to communicate about the book	Uses AAC to comment on the book or extend ideas in the book
Engage in the act of reading	Indicates awareness that someone is reading to him/ her	Displays joint attention while being read to	Points to items on the page during shared reading	Labels or acts out story characteristics during shared reading	Points to people or objects related to the book during shared reading	Engages in parallel/solitary reading	Pretend reads to another, such as vocalizing while turning pages and touching words, or activating recorded speech	Pretend reads from memory, paying attention to the printed word
	1	2	3	4	5	6	7	*8*

Foundations of Writing

Draw/write (motor item)	Explores writing tools and materials, including mouthing and touching	Uses writing/ drawing tools with beginning purpose	Uses writing/ drawing with greater purpose	Generates a variety of shapes in drawings: lines, circles, etc.	Makes controlled marks showing left-to-right directionality	Writing looks different from drawing, makes marks only in areas designated for text	Generates disconnected scribble with letter-like forms & recognizable letters	Writes and self-identifies some letters
Use print (cognitive/ linguistic item)	Explores accessible keyboards or letter boards to generate strings of random letters and characters	Selects letters with greater intentionality, such as generating strings of the same letter	Generates letters in word-like groupings with attention to spacing	Regularly generates text, may use word prediction some of the time	Generates letters to label or caption photos or drawings	Generates letters to "write" a letter, create a message, make a list	Selects letters, and words, with some connection to photo, list, message, or story	Generates many written words (some recognizable) to tell a story, create a message, make list
Use symbolic language (AAC) to generate print	Observes symbol use modelled by communication partners	With scaffolding support, selects a symbol to make a choice	With scaffolding support, selects a symbol to make a comment to label or caption a photo	With scaffolding supporting, selects a symbol to describe a characters or object	Uses AAC to logically complete an unfinished sentence or fill in a word.	Uses AAC to identify an audience and a purpose, such as to write message, make list	Uses AAC to logically respond to text, such as describing a character	Uses AAC system to generate a simple story, create a message, make a list
Write name	Attends to a model of writing the student's name with an accessible keyboard, pencil, or letterboard	Sometimes makes an inconsistent mark/scribble when asked to write name	Usually makes an inconsistent mark/scribble to write name	Makes a consistent mark/scribble to write name	Makes a consistent letter-like form in scribble to write name	Writes a single recognizable letter or consistently selects correct first letter	Writes or selects some letters to form name (not necessarily in order)	Writes name in recognizable form, using an accessible pencil or letterboard
	1	2	3	4	5	6	7	*8*

Alphabet Knowledge							
Interact with and use letters of the alphabet	Explores and plays with alphabet materials	Enjoys alphabet materials of own favourite people, foods, items, activities	Knows that letters are different from pictures and shapes	Recognizes first letter in name (says, writes, points to)	Associates specific letters with specific people or items	Recognizes other letters in own and/or other's names	Identifies specific letters in own or other names	Identifies at least 10 letters
Phonological/Phonemic Awareness							
Demonstrate phonological awareness	Alert to and curious about sounds in the environment	Enjoys music, songs, rhymes or word play	Connects or names sounds in the environment	Follows rhythmic beat of language and music	Repeats rhythmic patterns in poems and songs	Participates in familiar sound and word play, songs, w/ visual cues & imitation	Awareness that different words begin with the same sound	Identifies some initial letter sounds, makes some letter-sound matches
Demonstrate phonemic awareness	Enjoys listening to rhyming songs, wordplay and storybooks	Use rhyme to predict words in familiar texts	Follows along clapping/ nodding the beats in a word, or words in a sentence	Recognizes words that are the same from words that are different: "cat, cat, sat: which word is different?"	Identifies words that rhyme and words that don't	Creates rhymes from a closed set or substitutes sounds to create rhymes	Creates alliterative or assonant pairs from a closed set (Silly Sally, Moses supposes)	Independently signifies the beats in a word
Oral Language (related to literacy activities)							
Use oral language/AAC during literacy activities	Vocalizes during literacy activities	Looks at, points to pictures, symbols, props	Labels pictures, actions with word approximations, signs, or symbols	Makes comments about the text using symbols or signs	Listens, and responds to, a story for a specific purpose: "listen so you can…"	Relates stories to personal experiences (text to self connection)	Asks questions about text and stories	Retells a simple story with activity in sequence
Engage in story-telling/ re-telling	Enjoys personal experience stories, social scripts, videos, or remnant books	Shares personal experience books, etc, with others, i.e. pointing and waiting for a response	Participates in creating personal experience stories, etc, such as by selecting items or text to include	Initiates sharing remnant books, personal experience stories or social scripts	Initiates creating remnant books, personal experience stories or social scripts	Answers questions related to familiar stories	Predicts what might happen in unfamiliar stories	Tells an original, simple story using AAC and drawings or photos
	1	2	3	4	5	6	7	*8*