

## Webinar 4: Handout 6

## Orthography Assessment score sheet

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Language name: .....Dialects: .....

Language family: ..... Area(s) where language is spoken: .....

**Note on scoring:** 0 = not found/not true; 1 = inadequate; 2 = barely adequate; 3 = satisfactory; 4 = excellent

	Description of the writing system	Scale of 0 to 4				
	<b>Orthography Guide</b>					
1.	<b>Exists and is readily available</b> Do people know where to find the orthography guide (either in a shop or in a home in the village)? <u>Scoring</u> 0 = does not exist 1 = exists but is not found. 2 = exists but only a few people have it, or is in a location, form, or medium that most ordinary people find difficult to obtain 3 = exists and some people have it, though it is in locations, forms, or media that is not easy for ordinary people to afford, access, or obtain 4 = exists, is easily obtainable, accessible, and affordable	0	1	2	3	4
2.	<b>Is written in a way that anyone can follow</b> Format is accessible: a. spacing, font size, etc. The organization of the content: b. easy to find different topics (subheadings, table of contents, etc.) c. logical arrangement of the topics (from smaller units of the language to the bigger units) d. it has a summary of the alphabet <u>Scoring (based on the 4 sub-criteria above)</u> 0 = no information found 1 = only one of the above is present 2 = only two of the above are present 3 = three of the above are present 4 = all four of the above are present	0	1	2	3	4
3	<b>Is written such that a lower grade primary school teacher can understand it and is bilingual (in both the local language and a language of wider communication)</b> <u>Scoring</u> 0 = no information found 1 = written in one language only and uses complex language 2 = written in one language or bilingual but uses rather complex language 3 = written in either L1 or a language of wider communication and language is at an appropriate level of complexity 4 = is bilingual and the language is at the right level of complexity	0	1	2	3	4
4.	<b>The orthography guide is based on linguistic research of the language</b> There is a linguistic write up of the language (phonological description, grammatical descriptions, etc.) and/or a qualified linguist has worked with the community to develop the orthography. The phonological description has information about the phonetics, phonemes, tone, syllable structures, word boundaries, etc. The grammatical description has at least a description of basic word order, pronoun system, noun system and verbal phenomena: tense aspect mode, verbal derivations; adjectives, numeral, and adverbs. <u>Scoring:</u> 0 = no information exists 1 = it is not clear that the orthography guide is based on linguistic research—no specific linguistic documentation is found or referred to 2 = it is said to be based on linguistic research but the adequacy of that research cannot be confirmed 3 = the orthography guide is based on linguistic research of satisfactory quality, or a qualified linguist has worked with the community to write the guide 4 = the orthography guide is based on linguistic research that is excellent quality	0	1	2	3	4
	<b>TOTAL</b>					

	<b>Writing/Spelling Rules</b>					
5	<p>The extent to which the consonant phonemes are represented by graphemes</p> <p><b>Scoring</b>  0 = no information found, or insufficient information to make an informed judgment about it  1 = serious under-representation such that reading is so difficult that many people do not even attempt to read in the language  2 = significant under-representation which causes reading difficulties that frustrate readers  3 = some under-representation or over-representation which may cause some reading difficulties though people are still able to read  4 = efficient representation</p>	0	1	2	3	4
6	<p>The extent to which the vowel phonemes are represented by graphemes</p> <p><b>Scoring</b>  0 = no information found, or insufficient information to make an informed judgment about it  1 = serious under-representation such that reading is so difficult that many people do not even attempt to read in the language  2 = significant under-representation which causes reading difficulties that frustrate readers  3 = some under-representation or over-representation which may cause some reading difficulties though people are still able to read  4 = efficient representation</p>	0	1	2	3	4
7	<p>The extent to which the phonemic tone is represented in the orthography</p> <p><b>Scoring</b>  0 = no information found  1 = tone is present and important but not marked  2 = tone is present and important but not adequately marked and is causing reading difficulties that frustrate readers  3 = tone is present and important though not marked, is not adequately marked, or is over-represented which may cause reading difficulties though people are still able to read  4 = There is no tone, it is present but not important and does not need marking, or tone is present and efficiently marked</p>	0	1	2	3	4
8	<p>Difference between underlying &amp; surface form of morphemes or words is explained by rules</p> <p><b>Scoring</b>  0 = no information found  1 = there is serious inconsistency in or a total lack of rules for writing underlying versus surface forms and many people do not even attempt to read or write the language  2 = there are significant inconsistencies in rules for writing underlying versus surface forms, or just a few of the rules are stated, which causes reading and writing difficulties that frustrate readers  3 = there are some inconsistencies in the rules for writing underlying versus surface forms, or most of the rules but not all are stated, which may cause reading and writing difficulties although people are able to read  4 = underlying and surface forms are completely explained in the orthography and rules for writing them are defined</p>	0	1	2	3	4
9	<p>The rules for writing word boundaries are appropriate for the language</p> <p><b>Scoring</b>  0 = no information found  1 = boundaries are not appropriate and will greatly hinder learning to read and write  2 = boundaries are mostly inappropriate and will hinder learning to read and write  3 = boundaries are generally appropriate; people can learn to read and write with appropriate pedagogies and methods  4 = The MSW are appropriate to the language and will not hinder learning to read and write.</p>	0	1	2	3	4
10	<p>The orthography makes efficient use of symbols</p> <p>Monographs are used as much as possible (in particular when the language has consonant clusters), and the tone writing system is visually clear and does not clutter the visual appearance of text.</p> <p><b>Scoring</b>  0 = no information found  1 = a great number of symbols in the orthography make reading more difficult  2 = there are a number of symbols in the orthography that make reading more difficult  3 = most symbols used in the orthography are efficient  4 = the orthography makes efficient use of symbols</p>	0	1	2	3	4
11	<p>Facilitates transfer to other relevant languages</p> <p>The symbols used in the orthography have the same sound quality as the symbols used in neighbouring and dominant languages.</p> <p><b>Scoring</b>  0 = no information found  1 = there are several symbol-sound correlations that are very difficult to transfer to other languages  2 = there are some differences between the sounds the symbols represent in this language and the other languages and it causes difficulties in transfer  3 = almost most of the symbols in the language represent the same sounds as in other languages, and the ones that are different cause little confusion  4 = the symbols in the language represent the same sounds in other languages.</p>	0	1	2	3	4
	<b>TOTAL</b>					

	<b><i>The orthography and community</i></b>					
12	Meets with the visual and auditory expectations of the speakers <u>Scoring:</u> 0 = no information found 1 = the community is very dissatisfied with the visual and auditory aspects of the orthography and do not like to use it 2 = the community is dissatisfied with the visual and auditory aspects of the orthography and would like to see some changes 3 = the community is satisfied with the visual and auditory aspects of the orthography, but express some questions and doubts 4 = the community is very satisfied with the visual and auditory aspects of the orthography	0	1	2	3	4
13	The orthography is widely used in the community and there are no other competing orthographies <u>Scoring:</u> 0 = no information found 1 = The orthography is not used, and people use a different orthography 2 = The orthography is only used by a small group of people, and there is another orthography available 3 = The orthography is only used by a small group of people, and there are no other orthographies available 4 = The orthography is widely used and there are no other competing orthographies	0	1	2	3	4
	<b>TOTAL</b>					