

# Government-provided and Government-approved Literacy and Numeracy Screeners

This is a resource to help school authorities develop further understanding about the government-provided and government-approved Kindergarten to grade 3 literacy and numeracy screeners available for use to meet the provincial literacy and numeracy screening requirement.

## Government-provided Literacy Screeners

A number of literacy tasks can provide reliable data to help identify children who are in need of literacy intervention. To provide school authorities with reliable and easy-to-administer literacy screeners, Alberta Education and Childcare is providing the following literacy screeners to all Alberta school authorities. These screeners are available free of charge and are available on [new LearnAlberta.ca](https://www.learnalberta.ca).

### Administration for Kindergarten and Grade 1 (Fall)

- **Phonological Awareness Screening Test (PAST)**, developed by Professor David A. Kilpatrick at State University of New York College, is designed to screen phonemic awareness and phonemic proficiency or phonemes (sounds) in spoken words. *The Test de dépistage de la conscience phonologique (TDCP)* is the equivalent in French to the PAST. It was developed by Professor Alain Desrochers at the University of Ottawa.
- **The Rapid Automated Naming (RAN): Digits Test**, developed by Professor George K. Georgiou at University of Alberta, is based on the original work of Denckla and Rudel (1974) and Wolf and Denckla (2005), RAN assesses cognitive automaticity and speed for alphanumeric recognition. The *Dénomination rapide sérielle (DRS) des chiffres* is the equivalent in French to the RAN.
- **The Letter Name-Sound (LeNS) Test** was developed by Professor Rauno Parrila and Associate Professor Saskia Kohnen at the Macquarie University Centre for Reading. The LeNS is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. As such, it assesses a child's or student's ability to name and sound out single letters. The *Nom et son des lettres (NSLe)* is the equivalent in French to the LeNS. It was developed by Professor Alain Desrochers at the University of Ottawa. It screens a child's or a student's ability to name and sound out single letters..

A series of intervention activities include multiple suggestions to integrate foundational pre-reading skills (e.g., phonological awareness, frequent visual stimuli identification, basic letter-sound correspondence) into the classroom to support children in daily 15-minutes sessions, can be found in the Pre-reading Intervention Activities Teacher Guide (PRIA) in English and *Activités d'intervention préalables en lecture : Guide de l'enseignant (AIPL)* in French.

### Administration for Grade 1 (Winter) to Grade 3

- **The Letter Name-Sound (LeNS) Test**, developed by Professor Rauno Parrila and Associate Professor Saskia Kohnen at the Macquarie University Centre for Reading. The LeNS is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. As such, it screens a student's ability to sound out single letters and letter combinations (e.g., n, d, e, ch, ay, oa, oy). The *Nom et son des lettres (NSLe)* is the equivalent in French to the LeNS. It was developed by Professor Alain Desrochers at the University of Ottawa. It screens a student's ability to sound out single letters and French letter combinations (e.g., a, s, r, ou, ch, ain).
- **The Castles and Coltheart 3 (CC3) Test** is based on the Castles and Coltheart Reading Test 2 (CC2) designed by researchers at Macquarie University, led by Professor Anne Castles, and adapted to CC3 by Professor Rauno Parrila at the Macquarie University Centre for Reading. The CC3 is designed to identify the nature of a student's reading difficulties. As such, it screens a student's ability to recall familiar and irregular words (e.g., *take, hand, island, cough*), and their ability to sound out non-words (e.g., *norf, framp, gurve*) that were created specially for this screener and are meant to be fictitious and without meaning. The *Outil Castle et Coltheart 3 (CC3)* is also available in French. It was adapted by Professor Alain Desrochers of the University of Ottawa. The CC3 is to be completed for Grade 1 (Winter) to Grade 3.

A comprehensive set of 80 literacy intervention lesson plans, which are aligned to the LeNS and CC3 screener results, is available for teachers to use as a resource to help these students. These intervention lessons can be found on [newLearnAlberta](#) in the resources Reading Intervention Lessons: A Guide to Systematic Phonics Instruction in English and *Programme d'interventions en lecture et en orthographe : Guide de l'enseignant (PILO)* in French.

## Government-approved Literacy Screeners

The commercially available and government-approved literacy screeners listed below can provide reliable data to help plan any necessary literacy intervention initiatives. The following screeners are widely recognized as providing reliable scores for screening children for literacy difficulties.

The following is the current list of approved literacy screeners. Additional screeners may be added to the government-approved list at a later time.

### Administration for Kindergarten and Grade 1 (Fall)

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- **Assessment of Foundational Reading Skills (AFRS) - in English: (RAN must also be administered)**

AFRS screens for two foundational domains: phonological awareness skills (sound isolation, blending, segmenting, and manipulation) and phonics (letter and sound identification, decoding and encoding skills). If using the Assessment of Foundational Reading Skills, an additional screener is required for measuring the automaticity of alphanumeric or nonalphanumeric recognition.

- **Early Years Evaluation-Pre-Reading Assessment (EYE-PR)—in English:**

EYE-PR screens for pre-reading skills in four domains: letter knowledge, sound–letter relationships, phonological awareness, and phonemic awareness. The EYE-PR also features a tool for measuring the automaticity of alphanumeric or nonalphanumeric recognition that is required.

- **Acadience Reading K–6—in English:**

Acadience Reading screens for pre-reading fluency skills using Nonsense Word, Letter Naming, First Sound, and Phoneme Segmentation subtests. Acadience RAN is also a tool for measuring the automaticity of alphanumeric or nonalphanumeric recognition that is required.

- **L'Acadience Reading Français—in French:**

The Acadience Reading Français full program can be used to screen pre-reading skills. The benchmarks and at-risk thresholds for French learners (apprenants du français) represent children and students in French Immersion programs. The benchmarks and at-risk thresholds for native speakers (locuteurs natifs) represent children and students in Francophone Education.

### Administration for Grade 1 (Winter) to Grade 3

- **Acadience Reading K–6—in English:**

Acadience Reading program can be used to identify children at risk for reading difficulties and to determine the skills to target for instructional support.

- **The Test of Silent Reading Efficiency and Comprehension® (TOSREC)—in English:**

TOSREC is a brief, group, or individually administered test that assesses silent reading of connected text for comprehension. Because the sentences are relatively easy to comprehend, this task is frequently used to quickly screen children for reading difficulties.

- **The Test of Word Reading Efficiency–Second Edition (TOWRE-2)—in English:**

The TOWRE-2 is a measure of an individual's ability to pronounce printed words (Sight Word Efficiency) and phonemically regular nonwords (Phonemic Decoding Efficiency) accurately and fluently.

- **Wechsler Individual Achievement Test®–Third Edition (WIAT-III)—in English:**

The WIAT-III has the following subtests to assess early reading skills: Oral Expression, Early Reading Skills, Word Reading, and Pseudoword Decoding.

- **Wide Range Achievement Test–Fifth Edition (WRAT5™)—in English:**

The WRAT5™ is a Word Reading subtest that measures untimed letter identification and word recognition. The student reads aloud a list of letters and words.

## Government-provided Numeracy Screeners

A wide range of skills is associated with a child's number sense. Such skills include counting, number comparison, number writing, number ordering, and basic arithmetic. The importance of these early skills to later mathematical development is often asserted in the literature, and accordingly, an emphasis on developing number sense is warranted for all early years numeracy intervention programs.

These screeners are available free of charge in English and in French and are available on [new LearnAlberta.ca](https://www.learnalberta.ca).

**Provincial Numeracy Screening Assessments for Kindergarten to Grade 3** have been developed and used with permission by Dr. Heather Douglas, Dr. Chang Xu, Ph.D., and Dr. Jo-Anne LeFevre, Ph.D., Department of Cognitive Science, Carleton University Centre for Applied Cognitive Research, Carleton University. These screeners are rooted in current theory on mathematical cognition and development, and the results of these screeners can be used to help teachers identify and address gaps in their children's and students' foundational understanding of numbers.

A set of numeracy intervention activities for each grade level is available for teachers to use as a resource to help these children and students.

## Government-approved Numeracy Screeners for Kindergarten to Grade 3

The commercially available and government-approved numeracy screeners listed below can provide reliable data to help plan any necessary numeracy intervention initiatives. The screeners are widely recognized as providing highly reliable measures that can be used to help screen for specific numeracy skills.

- ***Acadience Math Early Numeracy K—in English:***

Acadience Math can be used to identify children who require additional supports for early numeracy difficulties and to indicate the essential skills to target for instructional support. The screener focuses on the foundational skills required to develop number sense and basic computation skills.

- ***Number Sense Screener™ (NSS™) Set, K–1, Research Edition—in English:***

NSS screens six key numerical competencies for Kindergarten children and Grade 1 students: counting, number recognition, number comparison, non-verbal calculation, story problems, and number combinations.

- ***Canadian Achievement Test 4 (CAT4)—in English:***

The CAT4 assesses essential learning outcomes in the following basic skill areas: reading, language, spelling, and mathematics. Note: While school authorities are permitted to use all components of this screening system, only the subtest for mathematics is to be considered approved by Alberta Education and Childcare for use as a numeracy screener.

- ***KeyMath™ 3 Diagnostic Assessment: Canadian Edition (KeyMath™ 3 DA)—in English and French:***

This screener assesses mastery of essential mathematical concepts and skills, and assists in developing targeted intervention programs.

- ***Test of Early Mathematics Ability—Third Edition (TEMA-3)—in English:***

The TEMA-3 measures informal and formal (school-taught) concepts and skills in the following domains: numbering skills, number-comparison facility, numeral literacy, mastery of number facts, calculation skills, and understanding of concepts.

- ***Wide Range Achievement Test—Fifth Edition (WRAT5™)—in English:***

The Math Computation sub-test assesses a student's ability to count, identify numbers, solve simple oral math problems, and calculate answers to written math problems.