
General Information Bulletin

2024–2025

Literacy and Numeracy Screening Assessments



This document was written primarily for

Students

Teachers ✓

Administrators ✓

Parents

General Audience

2024–2025 Literacy and Numeracy Screening Assessments General Information Bulletin

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All changes to Alberta Education requirements contained in this document are effective the first day of the school year as defined by the school authority.

This *Literacy and Numeracy Screening Assessments General Information Bulletin* is authorized in accordance with section 18, subsection 4, of the *Education Act*, for use in Alberta accredited schools. This document supports the Provincial Assessment Directive.

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Introduction to the Literacy and Numeracy Screening Assessments

Purpose of this bulletin

This bulletin serves the following purposes:

- to support school authorities and their staff in the mandatory administration and reporting of provincial literacy and numeracy screening assessments for Kindergarten children and students in grades 1 to 3;
- to provide information about the administration and data submission of provincial literacy and numeracy screening assessments; and
- to serve as the repository of key policy, rules, and procedures for provincial literacy and numeracy screening assessments.

Definitions and interpretations

In this document:

- **School** includes all learning environments in which the literacy and numeracy screening assessments are administered by a school authority including, but not limited to a school as defined in the *Education Act*, and a learning environment operated by an entity that has an agreement with Alberta Education to administer the literacy and numeracy screening assessments.
- **School authority** includes all entities responsible for the administration of the literacy and numeracy screening assessments including, but not limited to:
 - a board as defined in the *Education Act*;
 - a Francophone Regional Authority;
 - an operator and governing body of a charter school;
 - a person responsible for the operation of a private school; and
 - any entity that has an agreement with Alberta Education to administer the literacy and numeracy screening assessments.
- **Early childhood services operator** includes early childhood services programs established in accordance with the *Education Act*, in which the literacy and numeracy screening assessments are administered to children by an independent early childhood services operator.
- **Superintendent** is in accordance with the definition used in the *Education Act* and includes persons designated to supervise the operation of schools and the provision of education programs.
- **Principal** is in accordance with the definition used in the *Education Act* and includes all persons designated as a principal in the delivery and marking of provincial assessments. The principal is responsible for adhering to the policies, rules, and procedures in this document.
- **Teacher** is in accordance with the definition used in the *Education Act* and includes all persons who hold a teaching certificate involved in the delivery and marking of provincial assessments. The teacher is responsible for adhering to the policies, rules, and procedures in this document.
- **Child** is in accordance with the use of the term in the *Education Act*.
- **Student** is in accordance with the definition used in the *Education Act*.

General information about literacy and numeracy screening assessments

Literacy and numeracy are two important skill areas that develop during early childhood. Assessing children's and students' learning in literacy and numeracy in their early years provides critical information to teachers, parents, and Alberta Education to help children and students get additional support if they need it.

For the 2024/25 school year, school authorities are required to administer literacy and numeracy screening assessments to all Kindergarten children and students in grades 1 to 3. School authorities must reassess all children and students requiring additional support again at the end of the school year to measure their progress. School authorities will continue to report the results of the literacy and numeracy screening assessments in their Annual Education Results Report (AERR), and independent early childhood services (ECS) operators will be required to complete a survey to report their Kindergarten literacy and numeracy results to Alberta Education.

The primary objective of the requirement to reassess is to ensure that children and students who are identified as requiring additional supports in their literacy and numeracy skills are identified and are provided supports that assist them in developing the necessary foundational literacy and numeracy skills they need to be successful in their education and beyond. School authorities may use government-provided literacy and numeracy screening assessments or government-approved alternative screening assessments to help make this determination.

Screening assessments are not intended to measure student mastery of the curriculum but to help teachers understand the child's or the student's foundational literacy and numeracy skills. It is important to note that the literacy and numeracy screening assessments cannot be used to qualify a child in early childhood services for mild/moderate disabilities.

Government-provided and Government-approved Literacy and Numeracy Screening Assessments: Kindergarten to Grade 3

Government-provided literacy and numeracy screening assessments

To provide school authorities with a reliable and easy-to-administer literacy and numeracy screening assessment, Alberta Education is providing the following literacy and numeracy screening tools to all Alberta school authorities free of charge for their use. These tools were developed independently for English, French immersion, and francophone students.

Literacy assessments:

These tools combined together are referred to as the government-provided literacy screening assessment. Details regarding their use in Kindergarten to Grade 3 are available on page 5 under the section titled **Administration of government-provided literacy and numeracy screening assessments**.

- The *Phonological Awareness Screening Test (PAST) / Test de dépistage de la conscience phonologique (TDCP)*
- The *Rapid Automated Naming (RAN) Digits test / Test Dénomination rapide sérielle (DRS) des chiffres*
- The *Letter Name-Sound (LeNS) Test / Test Nom et son des lettres (NSle)*
- The *Castles and Coltheart 3 (CC3) Test*, based on the *Castles and Coltheart Reading Test 2 (CC2)*

Numeracy assessments:

Provincial numeracy screening assessments for Kindergarten to Grade 3 / Test de dépistage provincial en numératie de la maternelle à la 3^e année

Teachers can access these screening tools as well as support resources on how to administer the government-provided literacy and numeracy screening assessments on [new.learnalberta.ca](https://www.learnalberta.ca).

The following additional literacy screening tools that further complement the government-provided literacy screening assessment are also available, for optional use, from Alberta Education on [new.learnalberta.ca](https://www.learnalberta.ca):

- *Word Chains / Test Segmentation des mots*
- *Sentence Picture Matching / Test Appariement phrase-image*

Government-approved literacy and numeracy screening assessments

A list of government-approved screening assessments is available if a school authority chooses to use them instead of the government-provided screening assessment tools. Costs associated with purchasing screening assessment tools for use from the government-approved list will be the responsibility of the school authority. These tools are recognized by Alberta Education as providing reliable scores for screening children for literacy and numeracy difficulties. Information on the latest updates for the government-approved screening assessments is found online at [Early years assessments](#) and on new.learnalberta.ca.

The current list of government-approved literacy and numeracy screening assessments includes:

Administration for Kindergarten (January) and Grade 1 (September) - Literacy

- *Early Years Evaluation-Pre-Reading Assessment (EYE-PR)*
- *Acadience Reading K–6—in English*
- *L'Acadience Reading Français—in French*

Administration for Grade 1 (January) to Grade 3 - Literacy

- *Acadience Reading K-6 Test (in English)*
- *The Test of Silent Reading Efficiency and Comprehension® (TOSREC)*
- *The Test of Word Reading Efficiency—Second Edition (TOWRE-2)*
- *Wechsler Individual Achievement Test®—Third Edition (WIAT-III)*
- *Wide Range Achievement Test—Fifth Edition (WRAT5™)*

Administration for Kindergarten to Grade 3 - Numeracy

- *Acadience Math Early Numeracy K—in English*
- *Number Sense Screener™ (NSS™) Set, K–1, Research Edition*
- *Canadian Achievement Test 4 (CAT•4)*
- *KeyMath™ 3 Diagnostic Assessment: Canadian Edition (KeyMath™ 3 DA) (English, also available in French)*
- *Test of Early Mathematics Ability—Third Edition (TEMA-3)*

Descriptions of government-provided and government-approved literacy and numeracy assessments are found in [Appendix B](#).

Participants in the mandatory literacy and numeracy screening assessments

School authorities are required to administer government-provided or government-approved literacy and numeracy screening assessments to all Kindergarten children and to students in grades 1 to 3. Teachers should administer literacy and numeracy screening assessments to children and students in the primary language of instruction (English or French).

French immersion

It is recommended that children in French immersion Kindergarten be assessed in English for literacy and numeracy starting in January as they tend to be in the earliest stages of learning French as an additional language. Correct responses by Kindergarten French immersion students provided in either language (English or French) can be accepted. Interventions for French immersion Kindergarten children requiring additional support may be provided in either language (English or French) because the skills acquired will transfer across both languages.

Home education

Students in supervised home education programs must be provided with the opportunity to participate in provincial assessments, in accordance with the [Home Education Regulation](#). The literacy and numeracy screeners are considered an applicable provincial assessment under this regulation.

Exemptions

For a school authority:

A superintendent, on an individual basis, may excuse a child or a student from participating in the literacy and/or numeracy screening assessment requirement if:

1. the child or the student is unable to access the assessment in its original form due to behavioural, intellectual, learning, communication or physical characteristics, or any combination of any of them, that impair the child's or the student's ability and opportunity to learn; and
2. participation would be harmful to the child or the student.

The principal, in consultation with the parent/guardian and the teacher, shall recommend to the superintendent that the child or student be excused from participating. A copy of the documentation in support of the recommendation, including the child's or the student's individual program plan, if applicable, shall remain in the school. Where necessary, a superintendent may provide direction on the type of documentation required to assist the superintendent in deciding whether or not to excuse a child or student from participating in the mandatory literacy and/or numeracy screening assessment requirement for Kindergarten children and students in grades 1 to 3.

For early childhood services (ECS) operators:

An executive director of an independent (private) early childhood services (ECS) operator, on an individual basis, may excuse a child from participating in the literacy and/or numeracy screening assessment requirement if:

1. the child is unable to access the assessment in its original form due to behavioural, intellectual, learning, communication or physical characteristics, or any combination of any of them, that impair the child's ability and opportunity to learn; and
2. participation would be harmful to the child.

The executive director, in consultation with the parent/guardian and the teacher, may determine that the child be excused from participating. A copy of the documentation in support of the executive director's decision, which may include the child's individual program plan, if applicable, shall remain with the ECS operator. When applicable, additional information may provide direction to assist the executive director in deciding whether or not to excuse a child from participating in the mandatory literacy and/or numeracy screening assessment requirement for children in Kindergarten.

Where a parent/guardian decides to withdraw their child (the student) from participating in the mandatory literacy and/or numeracy screening assessment requirement in Kindergarten to Grade 3, the parent/guardian must provide written notification to the school principal, or executive director for ECS operators, of the decision, indicating that their child will not be participating in the administration.

A copy of the written notification shall remain in the school/with the ECS operator.

If using a government-provided assessment, teachers will identify absent children and students to Alberta Education through the [Teacher Dashboard](#) using the status "not participating."

Participation in the literacy and numeracy screening assessments

Information regarding participation in the literacy and numeracy screening assessments for this school year is available on the Provincial Assessment Hub at new.learnalberta.ca. To access the Provincial Assessment Hub, teachers must create an account using their teacher certification number.

Structure of the government-provided literacy and numeracy screening assessments

The components of the provincial literacy and numeracy screening assessments in English and in French include:

Government-provided Literacy Screening Assessment Tool:

- Phonological Awareness Screening Test (PAST) / Test de dépistage de la conscience phonologique (TDCP) assess children's and students' phonemic awareness and proficiency;
- The Random Automated Naming (RAN) screening test / Dénomination rapide sérielle (DRS) des chiffres assess children's and students' cognitive speed and automaticity of digit recognition;
- Letter Name-Sound screening test (LeNS) / NSle identify children's and students' knowledge of common grapheme-phoneme correspondences; and
- Castles and Coltheart 3 (CC3) screening test identifies students' ability to decode words.

Government-provided Numeracy Screening Assessment Tool:

- The Numeracy Screening Assessments / Tests de dépistage provincial en numératie are based on EarlyMathAssessment@School (EMA@School), which is a set of tasks that measures children's and students' developing mathematical knowledge of the number system, number operations, and proportional reasoning skills.
- Components of the government-provided numeracy screening assessment tool have foundational early mathematical knowledge that includes number knowledge, number relations, and number operations (Devlin et al., 2022). These assessments include tasks to assess each of these subdomains. Skills in each subdomain are related, but each predicts mathematics separately.
- The assessment packages are designed to assess the number skills that form the building blocks for mathematical development.

For detailed information on the provincial literacy and numeracy screening assessments, please refer to the Frequently Asked Questions for Teachers document as well as the Interpretation Guide for Literacy and Numeracy Screening Assessments found in the Provincial Assessment Hub on new.learnalberta.ca.

Administration of government-provided literacy and numeracy screening assessments

The Provincial Assessment Hub on new.learnalberta.ca provides Alberta teachers access to the government-provided screening assessments for literacy and numeracy and supports for their administration and reporting:

Government-provided screening assessments:

- The PAST/TDCP assessment for Kindergarten and beginning Grade 1;
- The RAN/DRS assessment for Kindergarten and beginning Grade 1;
- LeNS/NSle for Kindergarten to Grade 2;
- CC3 assessments for grades 1 to 3; and
- The Provincial Numeracy Screening Assessments / Tests de dépistage provincial en numératie screening assessments for Kindergarten to Grade 3

Supports for administering the government-provided screening assessments:

- literacy and numeracy screening assessments support documents, instructional videos, and pronunciation exemplars;
- [Teacher Dashboard](#), data submission instructions, and accompanying instructional video for data entry; and
- a screening report interpretation video and current and previous norms tables.

Government-provided literacy and numeracy screening assessments and supporting documents and resources are available in English and French.

Government-provided literacy and numeracy screening assessments

The literacy and numeracy screening assessments provided by Alberta Education are available in English and French.

English	Assessments
Kindergarten	PAST RAN LeNS, cards 1–2 Provincial Numeracy Screening Assessment
Grade 1	PAST RAN LeNS, cards 1–5 CC3 Provincial Numeracy Screening Assessment
Grade 2	LeNS cards 3, 4, and 5 CC3 Provincial Numeracy Screening Assessment
Grade 3	CC3 Provincial Numeracy Screening Assessment
French Immersion	Assessments
Maternelle	PAST RAN LeNS, cards 1–2 Provincial Numeracy Screening Assessment
1 ^{re} année	TDCP DRS NSIe, cartes 1–5 CC3 Test de dépistage provincial en numératie
2 ^e année	NSIe, cartes 3, 4 et 5 CC3 Test de dépistage provincial en numératie
3 ^e année	CC3 Test de dépistage provincial en numératie
Francophone	Assessments
Maternelle	TDCP DRS NSIe, cartes 1–2 Test de dépistage provincial en numératie
1 ^{re} année	TDCP DRS NSIe, cartes 1–5 CC3 Test de dépistage provincial en numératie
2 ^e année	NSIe, cartes 3, 4 et 5 CC3 Test de dépistage provincial en numératie
3 ^e année	CC3 Test de dépistage provincial en numératie

Data submission

Note: This section refers to the government-provided literacy and numeracy screening assessments only.

School authorities submit student data according to the instructions provided in the Data Collection section of the Provincial Assessment Hub on new.learnalberta.ca. Completed student response sheets are retained at your school for one year.

Prior to submitting student scores for the government-provided literacy and numeracy screening assessments, it is essential to review the Data Collection User Guide for teachers, support staff, principals, and superintendents, which can be found on the Provincial Assessment Hub at new.learnalberta.ca. This document includes information regarding:

- instructions on how to set up access to the [Teacher Dashboard](#); and
- pre-administration set-up of class lists and registration of assessments.

Administration schedule for literacy and numeracy screening assessments

Starting in September 2024, school authorities will be required to administer the government-provided literacy and numeracy screening assessments, available on the Provincial Assessment Hub at new.learnalberta.ca, or an assessment selected from the government-approved list to students in grades 1 to 3 in September and January, with a follow-up assessment in June for those students in grades 1 to 3 requiring additional supports after completing the January assessment.

Starting in January 2025, screening will be required in literacy and numeracy for all Kindergarten children.

Kindergarten children and students in grades 1 to 3 enrolled in a home education program shall be given the opportunity to participate in the literacy and numeracy screening assessments. In cases where home education programs are supervised by either public or private school authorities, it is the responsibility of the school authority to confirm that these children and students will be assessed by a teacher.

The government-provided literacy and numeracy screening assessments are suitable for remote administration by a teacher. A reliable Internet connection with both video and audio meeting capabilities is required to administer them at home.

How to administer government-provided literacy and numeracy screening assessments

All documents referenced below are for **government-provided** literacy and numeracy screening assessments only. These documents can be found on the Provincial Assessment Hub at new.learnalberta.ca.

Information about how to administer **government-approved** screening assessments is not provided. These commercially available screening assessments follow their own administration guidelines should a school authority wish to use them.

Prior to the administration of the **government-provided** literacy and numeracy screening assessments, teachers and school administrators should access the following documents in the Provincial Assessment Hub:

- *Literacy and Numeracy Screening Assessments General Information Bulletin* (this document);
- [Teacher Dashboard](#);
- government-provided literacy and numeracy assessments and interpretation guides;
- *FAQs for Teachers and Parents*; and
- additional resources.

Braille versions of the **government-provided** literacy and numeracy assessments in both English and French are available [upon request](#). Teachers and school administrators should also review the documents and accompanying videos found on the Provincial Assessment Hub at new.learnalberta.ca, including the *Data Collection User Guide*.

Teachers who require access to the [Teacher Dashboard](#) need authorization from the school administration/principal prior to the administration of government-provided literacy and numeracy screening assessments. Instructions for this process are outlined in the *Data Collection User Guide* and/or videos.

Significant Dates

2024/2025 Administration of government-provided literacy and numeracy screening assessments

Pre-administration activities

Note: The pre-administration activities refer to the **government-provided** literacy and numeracy screening assessments only.

- Principals must approve access for Kindergarten to Grade 3 teachers to use the [Teacher Dashboard](#).
- Prior to the administration of the government-provided literacy and numeracy screening assessments, school principals are required to confirm that school enrolment data is accurately entered into Provincial Approach to Student Information (PASI). If children and students are not entered into PASI, teachers will not be able to create class lists, submit student scores, or generate individual student reports.
- Teachers must download and print the most current assessment packages found on the Provincial Assessment Hub at [new.learnalberta.ca](#) prior to each administration session.
- Teachers should consult the videos and supporting documents specific to the assessments they wish to administer. These can be found on the Provincial Assessment Hub at [new.learnalberta.ca](#).

Significant Dates	Actions
September 9–27, 2024	<p>Teachers administer government-provided or government-approved literacy and numeracy screening assessments.</p> <p>Student scores are submitted on the Teacher Dashboard for grades 1 to 3 if the government-provided screening assessments have been used.</p> <p>The September Grade 1 literacy assessments will be conducted using the PAST/TDCP, RAN/DRS, and LeNS/NSle screening assessments. The Grade 1 numeracy tasks remain the same for the September and January administrations.</p> <p>PAST and RAN must be administered before Letter-Name Sound (LeNS) test in Grade 1.</p> <p>Note: Reports will only be available for schools that have submitted the data from the government-provided screening assessments on the Teacher Dashboard during this window of time.</p>
October 14–18, 2024	<p>Alberta Education posts beginning-of-year grades 1 to 3 literacy and numeracy norms to new.learnalberta.ca (government-provided screening assessments only).</p> <p>Note: Norms and reports for grades 1 to 3 will be available in September 2024, January 2025, and June 2025.</p>
October 21–25, 2024	<p>Alberta Education posts enhanced grades 1 to 3 detailed reports (superintendent reports, class, and individual student reports) to the Teacher Dashboard and literacy and numeracy reports on the Stakeholder File eXchange (for government-provided screening assessments only).</p>

Significant Dates	Actions
January 13–31, 2025	<p>Teachers administer the government-provided or government- approved Kindergarten and grades 1 to 3 literacy and numeracy assessments. Government-provided assessment scores are submitted on the Teacher Dashboard.</p> <p>If using the government-provided assessments:</p> <ul style="list-style-type: none"> • PAST must be administered before Letter Name-Sound (LeNS) test in Kindergarten. • Letter Name-Sound (LeNS) test / Test Nom et sons des lettres (NSIe) must be administered first, followed by the Castles & Coltheart 3 (CC3) test in grades 1 to 2. <p>Note: Reports are available for schools that have submitted the data during this window of time.</p>
February 28 to March 5, 2025	<p>Alberta Education posts literacy and numeracy norms to new.learnalberta.ca (government-provided screening assessments only).</p> <p>Note: Norms and reports for Kindergarten will be available. Norms and reports for grades 1 to 3 will be available in September 2024, January 2025, and June 2025.</p>
March 6–13, 2025	<p>Literacy and numeracy reports for Kindergarten and grades 1 to 3 for government-provided screening assessments are provided to schools and school authorities on the Stakeholder File eXchange (SFX).</p> <p>Alberta Education posts enhanced Kindergarten and grades 1 to 3 detailed reports (superintendent reports, class, and individual child/student reports) to the Teacher Dashboard.</p>
May 13 to June 3, 2025	<p>Schools re-administer the assessments used in January 2025 for grades 1 to 3 to all students previously identified as requiring additional supports.</p> <p>Schools submit their government-provided literacy and numeracy assessment data for grades 1 to 3 to Alberta Education using the Teacher Dashboard.</p> <p>Note: Reports will only be available for schools that have submitted the data during this window of time (for government-provided screening assessments only).</p>
June 9–13, 2025	<p>Alberta Education posts grades 1 to 3 government-provided literacy and numeracy norms to new LearnAlberta.ca (for government-provided screening assessments only).</p>
June 24, 2025	<p>Superintendents, teachers, and school administrators can access class and individual student reports (digital and print) via the Teacher Dashboard (government-provided screening assessments only).</p> <p>School administrators and superintendents can access CSV files through the Stakeholder File eXchange (SFX) (for government-provided screening assessments only).</p>

Security and Assessment Rules

Security of materials

Posting of the government-provided screening assessments and resources to school authority or local websites is not authorized and is strictly prohibited in accordance with copyright and test security practices.

Government-provided literacy and numeracy screening assessment rules

It is important to closely adhere to the step-by-step administration instructions, as they are written in the most current assessment packages found on the Provincial Assessment Hub at [new LearnAlberta.ca](https://www.learnalberta.ca). This will lead to the most accurate assessment results.

Use of calculators

Children and students **may not use** calculators at any time during the numeracy screening assessment.

Use of manipulatives

Children and students **may not use** manipulatives at any time during the numeracy screening assessment.

Administration Requirements and Expectations

Note: This section refers to both the government-provided and government-approved literacy and numeracy screening assessments.

Retention of student literacy and numeracy assessment results

Literacy and numeracy screening assessment results must be kept as part of a child's or student's portfolio for one year to inform teaching and learning and to support conversations with parents/guardians.

Information collected, used, and disclosed

Teachers will collect student names, grades, Alberta student numbers, and individual student responses. The results are submitted to Alberta Education according to the significant dates schedule above to assist school authorities with their reporting and planning to help improve student learning. Personal information is collected for the purpose of these assessments under the authority of section 33(c) of the *Freedom of Information and Protection of Privacy Act* (FOIP).

Reporting Literacy and Numeracy Screening Assessment Results

Digital reports for the government-provided literacy and numeracy screening assessments

Note: This section only applies to government-provided literacy and numeracy assessments.

Submit data to Alberta Education for processing according to the Significant Dates Schedule noted above. After data is submitted to Alberta Education, it is analyzed, and reports are generated. Reports can be accessed and printed through the [Teacher Dashboard](#).

Superintendents will have access to a superintendent report providing information about the assessments, performance categories, and the distribution of children and students across these performance categories. (See sample report in [Appendix A](#).)

Principals can also see a superintendent report with an overview of the performance categories of all children and students at their school. (See sample report in [Appendix A](#).)

Teachers can access their own class reports and filter down to individual child/student reports, which include more-detailed information about individual child/student performance. (See sample report in [Appendix A](#).)

For more detailed information on accessing and interpreting reports, teachers, principals, and superintendents can view the Literacy and Numeracy Screening Report Interpretation Video found on the Provincial Assessment Hub at [new LearnAlberta.ca](#), which is available in English and French.

Results reporting

Results from the literacy and numeracy screening assessments are intended to help teachers identify and address gaps in their Kindergarten children's and grades 1 to 3 students' foundational understandings of literacy and numeracy.

Teachers can use these results to guide their teaching throughout the year and inform children, students, and parents about progress and learning. In addition, teachers can use the results to select appropriate resources and interventions to meet the needs of each child or student.

Superintendents and principals can use the results to support teachers and instructional practices.

Parents can use the results to inform discussion with their child's teacher.

Discussing results with parent(s)/guardian(s)

Interpretation of results is best accomplished through conversation between parent/guardian, child/student, and teacher.

Annual Education Results Report (AERR) requirements

Note: This section refers to both the government-provided and government-approved literacy and numeracy screening assessments.

The [Funding Manual for School Authorities 2024/25 School Year \(alberta.ca\)](#) sets out the reporting that school must complete for the provincial early years assessment requirement in their AERR. For the **last school year (2023/24)**, school authorities are required to report their grades 1 to 3 results by **November 30, 2024**.

Reporting results will help the province, school authorities, and schools track successes and continuously improve the quality of education for children and students. It also supports a transparent, accountable, and responsive education system.

For assistance in determining the average number of months behind grade level for students requiring additional supports of the **initial** assessment(s) and the average number of months gained at grade level for students requiring additional supports of the **final** assessments, please refer to the *Guide for Completing the Funding Final Report* found on the [Stakeholder File eXchange \(SFX\)](#).

School authorities using **government-approved** assessments (not **government-provided**) are to use their professional judgment to estimate the number of months behind grade level and the number of months gained at grade level informed by their students' screening assessment results.

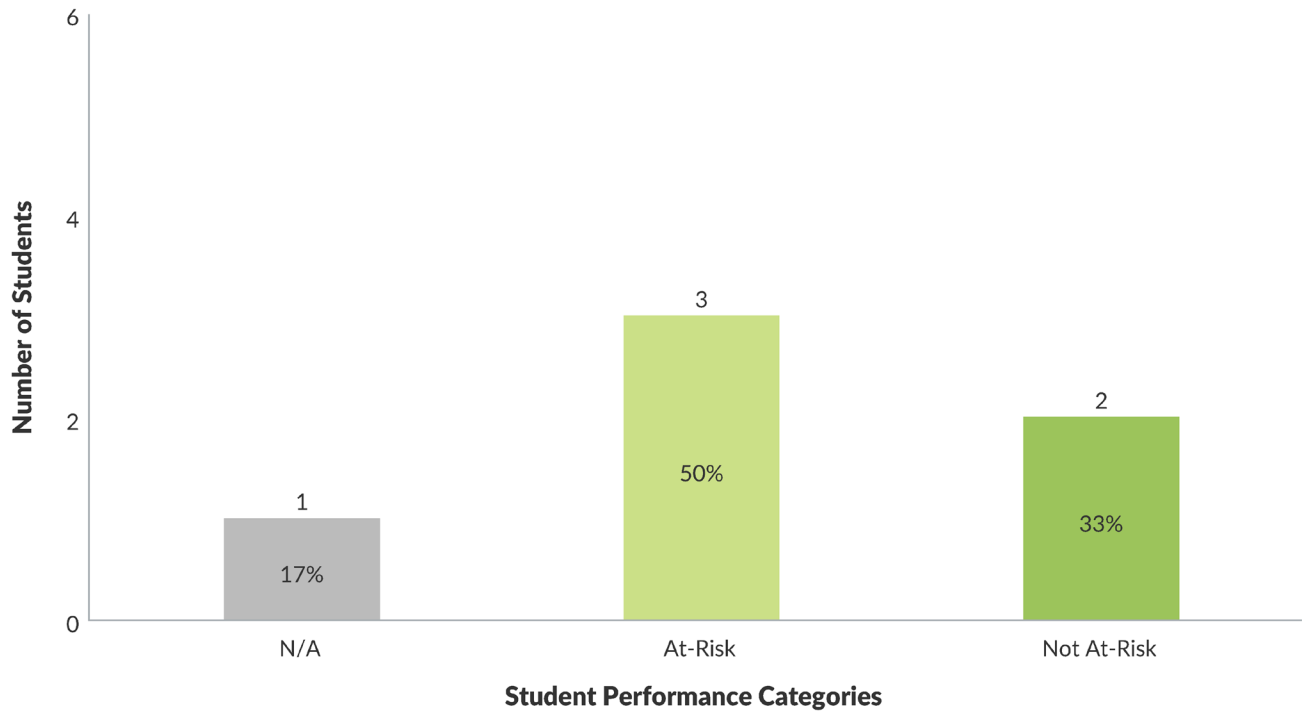
Appendix A: Sample Reports for Literacy and Numeracy Prepared by Alberta Education

Note: This section only applies to government-provided literacy and numeracy assessments.

Appendix A, Sample 1: Superintendent Report

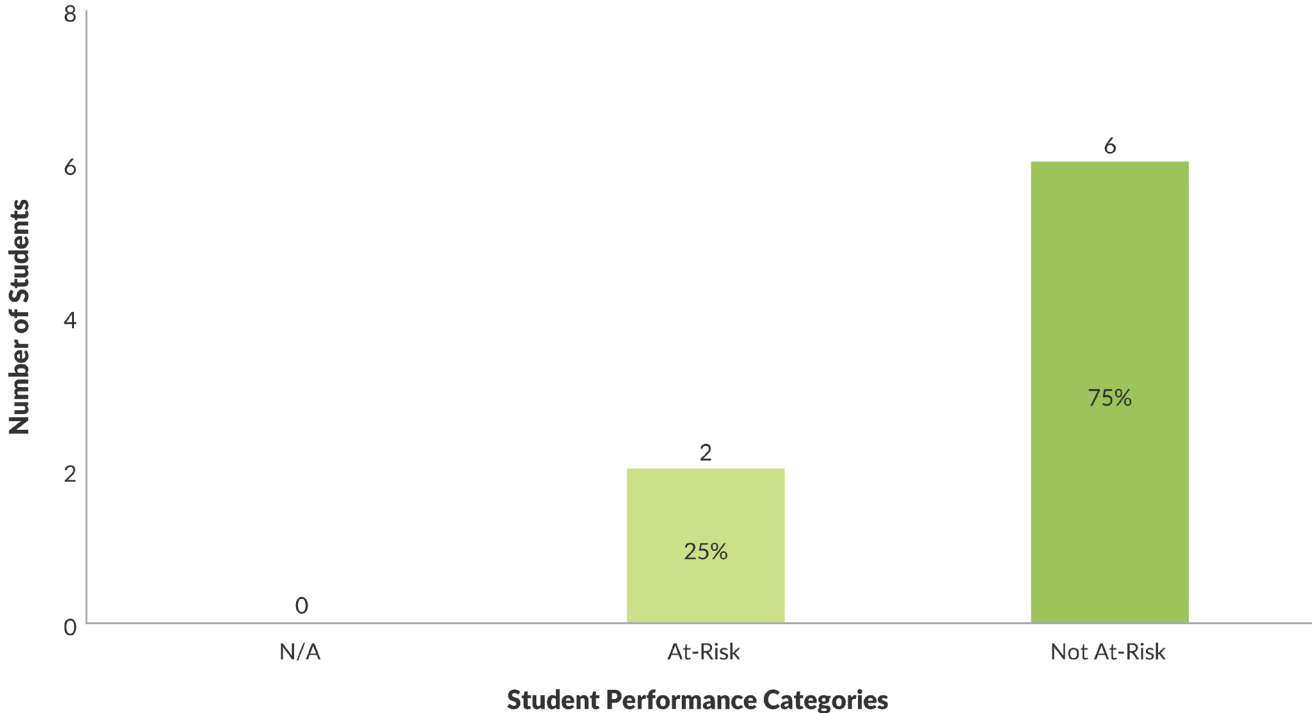
Castles and Coltheart 3 (CC3) Assessment English-Grade 2-CC3 Overall Performance-Superintendent Report-September 2023

6 Students Completed



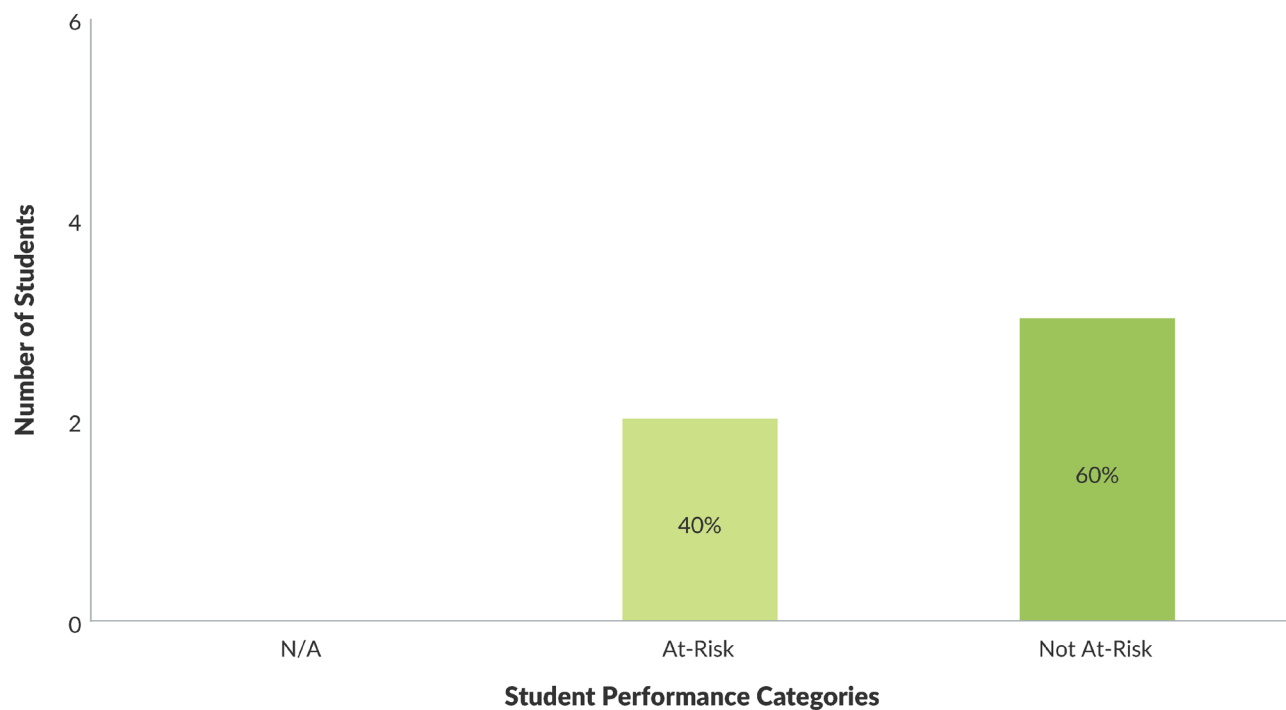
Appendix A, Sample 2: School Report

Numeracy Screening Assessments-Grade 2-Weighted Total Score Outcome-School Report-September 2023
8 Students Completed



Appendix A, Sample 3: Class Report

Test de dépistage-Numératie-Grade 2-Weighted Total Score Outcome-Class Report-September 2023



Appendix A, Sample 4: Individual Student Report

Student Name

Individual Student Report - Letter Name-Sound (LeNS) Assessments English - Grade 2 - September 2023

What Is a Literacy Screening Assessment?

The provincial Literacy Screening Assessments are locally adapted to meet the needs of students in Alberta. They are used to broadly categorize students based on a set of foundational literacy skills (grapheme–phoneme correspondences and word recognition). These assessments are used as a first step to ensure students have the necessary skills to develop into independent readers.

What Is Being Assessed?

Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them. The Letter Name-Sound (LeNS) test is a complementary assessment that provides additional information on whether students experience difficulties in grapheme-phoneme correspondences. The LeNS assesses the following:

- Knowledge of letter names and corresponding sounds
- Knowledge of common grapheme–phoneme correspondences

Interpretation of Results

The Literacy Screening Assessment norms are based on a representative sample of grade-specific student populations across Alberta. This data makes it possible to compare individual students' performance with a grade-specific group of peers in a certain time of year. To be deemed 'at-risk' a student's score **must** be below the 25th percentile ranking of the norms on the overall score for the LeNS assessment. The vertical black line within the bar graph indicates the cut score for that reporting period.

The results should be used to help teachers identify those students who may need intensive support to develop their literacy skills. It is important to pay attention to the relative student achievement level. For example, a student who is 'not at-risk' may nevertheless demonstrate limited literacy skills if their performance on the assessment is not much above the at-risk range.

Student's Overall LeNS Performance Results: Not At-Risk



Students achieving "not at-risk" on the LeNS assessment consistently demonstrate age-appropriate knowledge and recall of letter-sound correspondences.

Sound Accuracy



Information and Support

Students are able to use their knowledge of grapheme–phoneme correspondences (GPCs) to help them sound out unfamiliar words. As students gain knowledge of GPC rules, they are able to sound out longer and more complex words containing GPCs. To support students in learning letter–sound correspondences, students should be familiar with the following skills:

- Making connections between graphemes (letters and letter combinations) and phonemes (the sounds)
- Recognizing long vowel sounds
- Recognizing and using a variety of letter–sound correspondences to decode words
- Segmenting and blending sounds of words using grapheme-phoneme correspondences

Recommended Follow-Up

Based on the LeNS Screening Assessment results, this student should continue to practice and apply letter–sound identification. This can be achieved through in-class instruction and reading texts which include some decodable words, previously learned words, and new or challenging words.

Appendix A, Sample 5: Individual Student Report

Student Name

Individual Student Report - Numeracy Screening Assessments - Grade 3 - September 2023

What is a Numeracy Screening Assessment?

An assessment that is used to broadly categorize students based on a set of foundational numeracy skills (knowledge of the counting principles, representing, comparing and ordering numbers, recognizing relations among numbers, and fluency with mental mathematics). The assessments are not intended to measure student mastery of the curriculum for a particular grade level, but to help teachers understand their students' underlying knowledge of the number system.

Interpretation of Results

The Provincial Numeracy Screening Assessments are norm-referenced assessments. The test norms are based on a representative sample of grade-specific student populations and consist of data that make it possible to determine whether or not a student is at-risk. The numeracy weighted total test score is based on the tasks within the assessment. If deemed "at-risk" on the Numeracy Performance Score, the student may be at risk in more than one task. For a more complete understanding of a student's numeracy skills, it is important to pay attention to the relative student performance on each task. The vertical black line within the bar graph indicates the cut score for that reporting period.

The results should be used to help teachers identify those students who may need intensive support developing their numeracy skills.

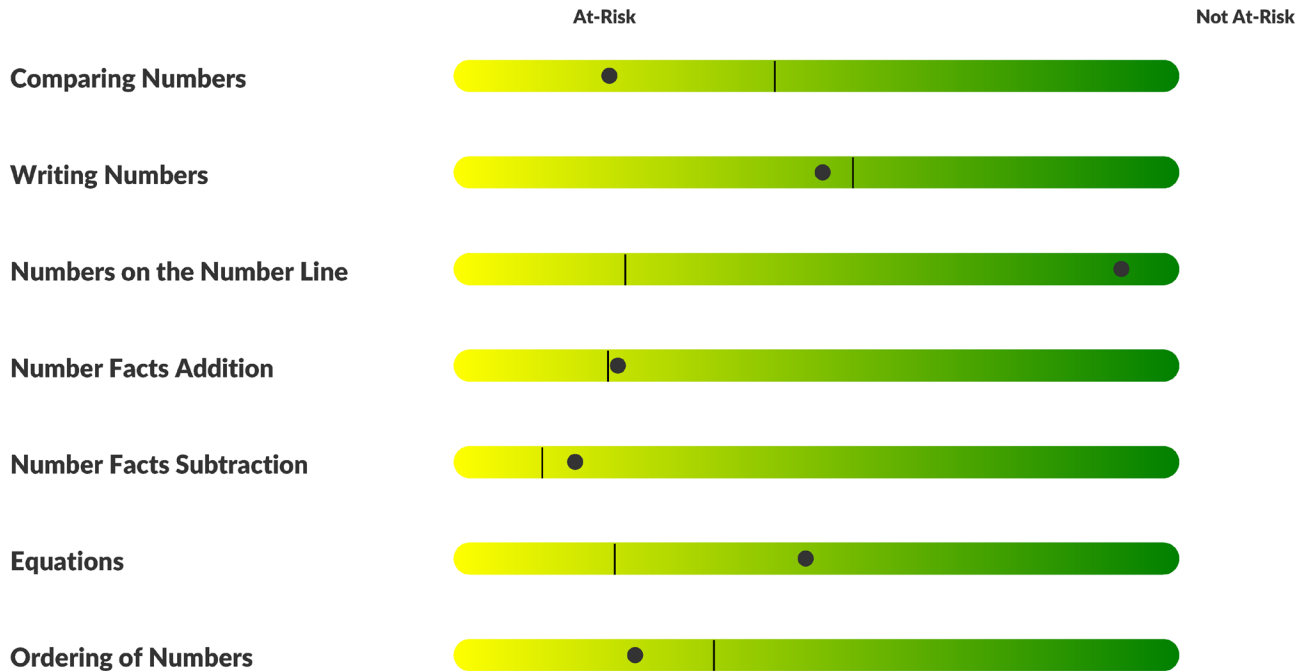
Student's Overall Numeracy Performance Results: Not At-Risk



When responding to this assessment, the student who is "Not At-Risk" demonstrates foundational numeracy skills including

- knowledge of the counting principles,
- representing, comparing, and ordering numbers,
- recognizing relations among numbers, and
- fluency with mental mathematics

Students who score in the "Not At-Risk" performance category may need intervention and support, as indicated in the task results for knowledge of the number system, basic number operations and proportional reasoning skills.



Appendix B: Information About Government-provided and Government-approved Literacy and Numeracy Screening Assessments

This appendix is a resource to help school authorities develop further understanding about the government-provided and government-approved Kindergarten to Grade 3 literacy and numeracy screening assessment tools available for use to meet the provincial requirement in the early years.

Government-provided Literacy Assessments

A number of literacy assessments 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 assessments, Alberta Education is providing the following literacy assessments to all Alberta school authorities. These assessments are available free of charge and are available on [NewLearnAlberta](#).

Administration for Kindergarten (January) and September (Grade 1)

- **Phonological Awareness Screening Test (PAST)**, developed by Professor David A. Kilpatrick at State University of New York College, is designed to assess 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 Automatized Naming (RAN): Digits**, 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)* test 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 assessment 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 *Tests Nom et son des lettres (NSLe)* is the equivalent in French to the LeNS Test. It was developed by Professor Alain Desrochers at the University of Ottawa. It assesses 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-minute sessions.

Administration for Grade 1 (January) to Grade 3 (June)

- **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 assessment is designed to make sure that the child has the foundational phonics skills to develop into an independent reader. As such, it assesses a student's ability to sound out single letters and letter combinations (e.g., n, d, e, ch, ay, oa, oy). The *Tests Nom et son des lettres (NSLe)* is the equivalent in French to the LeNS Test. It was developed by Professor Alain Desrochers at the University of Ottawa. It assesses 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 assesses 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 assessment and are meant to be fictitious and without meaning. The Test Castle et Coltheart 3 (CC3) is also available in French. It was adapted by Professor Alain Desrochers of the University of Ottawa. The CC3 test is to be completed for Grade 1 (January) to Grade 3 (June).

A comprehensive set of 80 literacy intervention lesson plans, which are aligned to the LeNS and CC3 assessment results, is available for teachers to use as a resource to help these students.

Further information about the timing and administration of the screening assessments can be found in the [General Information Bulletin](#).

Government-approved Literacy Assessments

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

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

Administration for Kindergarten (January) and Grade 1 (September)

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

EYE-PR assesses 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 assesses 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 evaluate pre-reading skills. The benchmarks and at risk thresholds for French learners represent children in French Immersion programs.

Administration for Grade 1 (January) to Grade 3 (June)

- **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 examinee reads aloud a list of letters and words.

Targeted Early Years Numeracy Skills

To succeed at mathematics in the early years, children must integrate their early informal understanding of mathematics (often referred to as number sense) with formal mathematics. Developing number sense is critical to a child's ability to successfully progress in mathematics. According to Gersten and Chard (1999), number sense refers to "a child's fluidity and flexibility with numbers, the sense of what numbers mean and an ability to perform mental mathematics and to look at the world and make comparisons."³

³ Gersten, R., & Chard, D. (1999). Number sense: Rethinking arithmetic instruction for students with mathematical disabilities. *The Journal of Special Education*, 33(1), 18–28. <https://doi.org/10.1177/002246699903300102>

Government-provided Numeracy Assessments

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 assessments are available free of charge in English and in French and are available on [NewLearnAlberta](#).

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 assessments are rooted in current theory on mathematical cognition and development, and the results of these assessments 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 Assessments for Kindergarten to Grade 3

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

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

Acadience Math Assessment can be used to identify children at risk for early numeracy difficulties and to indicate the essential skills to target for instructional support. The assessment 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 assesses 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 is a testing system that 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 assessment system, only the subtest for mathematics is to be considered approved by Alberta Education for use as a numeracy assessment.

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

This assessment 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.

Provincial Assessment Contacts

Literacy and Numeracy Screening Assessments Help Desk

Email: litnumscreening@gov.ab.ca

Provincial Assessment mailing address

Provincial Assessment, Alberta Education
44 Capital Boulevard
10044 108 Street NW
Edmonton AB T5J 5E6

Alberta Education website: alberta.ca/education

AE Help Desk (for technical assistance)

Telephone: 780-427-5318
Toll-free within Alberta: 310-0000
Email: AE.HelpDesk@gov.ab.ca

Office hours:
Monday through Friday, 8:15 a.m. to 4:30 p.m.
The office is open during the lunch hour.