



Literacy Assessment List

Foundation to Year Six

Assessment

'from the Latin root assidere, to sit beside another.'

The assessments selected met the following criteria:

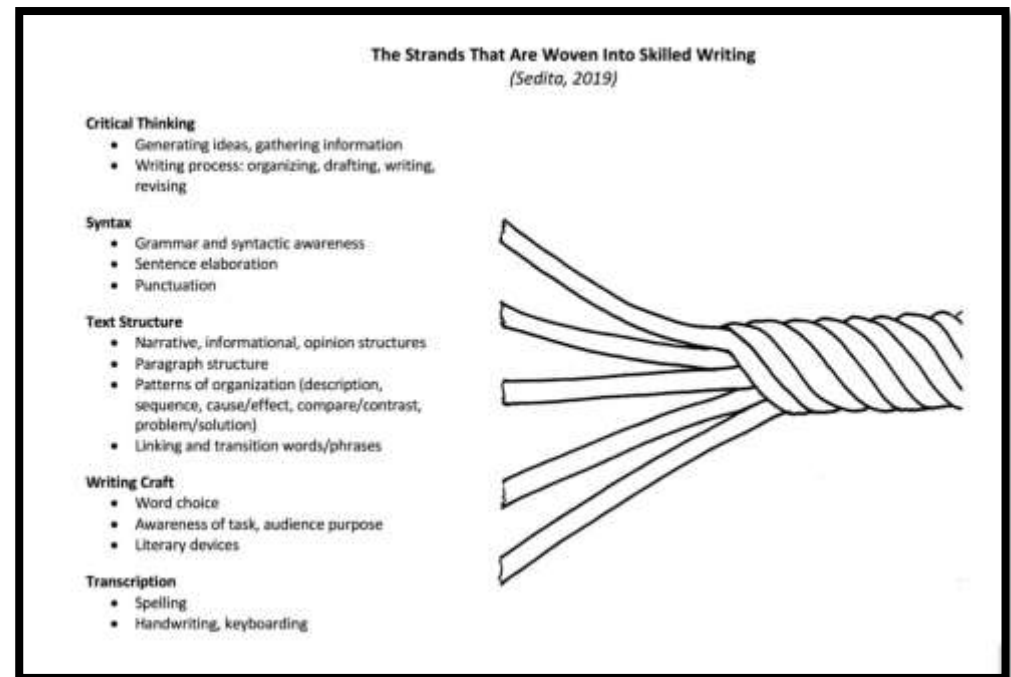
- Evidence based - demonstrates scientific validity and reliability.
- Aligned to the components of literacy research
- Quick and easy for a classroom teacher to administer individually, in groups or as a whole class.
- Free. We only included paid assessments if we believed there wasn't something of the same quality available for free.
- Supports a Response to Intervention (RTI) framework
- Supports universal screening and progress monitoring

***Please note- this is a working document that will be continually updated and released on Reading Science in Schools Facebook page.**

The components of literacy **taught** must be the components of literacy **assessed**.



The Reading Rope (Scarborough, 2001)



The Writing Rope (Sedita, 2019)

Best practice in reading is achieved by teaching evidence-based literacy instruction (structured literacy) that ensures concepts are being taught explicitly (no knowledge is assumed), systematically (in a well-designed order), and cumulatively (building on each other) with plenty of opportunity for initial and on-going practice.

Assessment Area: Rapid Automatized Naming (RAN)

Description: Rapid Automatized Naming (RAN) is a task that involves quickly and accurately naming repeated sets of familiar items. Although RAN is typically a good predictor of future reading difficulties, difficulties with RAN do not impact reading skills as much as difficulties with phonological awareness (PA) (Georgiou et al., 2011; Pennington et al., 2001). When students have strong PA skills, but have difficulties with RAN, the impact on reading skills is typically milder than when students have difficulties with both RAN and PA (see Kilpatrick, 2015). While there is considerable research support for RAN as a strong predictor of reading skill, variation in the strength of the relation between RAN skill and reading skill is also evident (see Araújo et al., 2015 for discussion). Notably, Kilpatrick (2015) states that at this time, a research-based means to directly improve RAN is not known; however, there is evidence to suggest that meaningful improvement in reading skills is associated with improvements in RAN (Acadience RAN Manual, 2021).

Assessment name	Focus areas	Norm referenced	Time taken to administer (approx mins per student)	Administration level (e.g. individual / whole class)	How often	Cost	Access	Year Level Suitable For								
								Year Prior to Formal Schooling	F	Year 1	Year 2	Year 3	Year 4-6	Secondary	Remediation	
Acadience RAN	Naming: objects, letters, numbers, colours	Y	30 seconds - 2 minutes	Individual	1-3 times per year	Free	https://acadiencelearning.org/		✓	✓						
DIBELS 8 th Letter Name Fluency	Naming: letters	Y	30 seconds - 2 minutes	Individual	1-3 times per year	Free	https://dibels.uoregon.edu/assessment/index/material/		✓	✓						
Check How I Process Screener (CHIPS)	Phonological memory + RAN (colours)	N	1 minute	Individual	1-3 times per year	Free	https://read3.com.au/products/free-literacy-screener-chips		✓	✓	✓	✓	✓			

Assessment Area: Phonological Awareness

Description: Phonological awareness is an umbrella term that refers to awareness of sound structures in spoken words. This term encompasses the two concepts, phonological sensitivity which entails the larger and more salient units of speech sounds in words (rhyme, onset-rime, syllables) and phoneme awareness which refers to conscious awareness of the individual phonemes in spoken words, in contrast to the subconscious processing that occurs when we hear words (<https://www.thereadingleague.org/wp-content/uploads/2020/10/Brady-Expanded-Version-of-Alphabetic-TRLJ.pdf>).

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								Year Prior to Formal Schooling	Foundation	Year 1	Year 2	Year 3	Year 4-6	Secondary	Remediation		
Heggerty Phonemic Awareness Assessment	Phonological sensitivity + phonemic awareness	N	15 min	Individual	Pre-F (twice per year) F-1 (3 x per year) Yr 2 – screener for intervention	Free	Phonemic Awareness Assessments & Lesson Plans Heggerty Australian Assessment Version	✓	✓	✓	✓					✓	
CUBED Dynamic Decoding Measures – Phonemic Awareness	Phonemic Awareness	Y	5 min	Individual	1-2 times per year (second semester)	Free	https://www.language-dynamicsgroup.com/products/cubed/cubed_download/	✓	✓	✓	✓	✓					
Little Learners Love Literacy - Test of Phonological Awareness for Little Learners (ToPALL)	Broad phonological skills and phonemic awareness skills	N	5-7mins	Individual	Twice per year	Free	https://www.littlelearnersloveliteracy.com.au/blogs/assessment/the-topall		✓	✓							
Kilpatrick PAST Assessment	Manipulation (at syllable, onset rime and phoneme level)	N	5 min	Individual	Twice per year	Free	https://www.thepasttest.com/	✓	✓	✓	✓	✓					
DIBELS 8 th Phoneme Segmentation Fluency	Phonemic Awareness segmentation fluency	Y	3 min	Individual	3 x per year (beginning, middle, end)	Free	DIBELS 8th Edition Materials DIBELS® (uoregon.edu)		✓	✓							
Acadience	First Sound Fluency, Phoneme Segmentation Fluency	Y	3 min	Individual	3 x per year (beginning, middle, end)	Free	https://acadiencelearning.org/acadience-reading-materials-download/		✓	✓							

Assessment Area: Phonics (Decoding and Encoding)

Description: Phonics refers to the relationship between the 26 letters of the English alphabet, and the 44 speech sounds they represent. The sounds of the English language are known as phonemes and the letters and letter combinations are known as graphemes. Students learn to blend phonemes together to read words (decode) and segment words into individual phonemes to write words (encode). During the early stages of literacy (i.e. F-2) phonics is used for teaching both reading and spelling, therefore the assessments below cover both decoding and encoding. More formal assessments, that explore spelling beyond phonology (i.e. include morphology/etymology) can be found on the separate spelling assessments page. When assessing phonics, it is important to assess the following areas – grapheme/phoneme correspondence (letter-sound knowledge), ability to decode real and nonsense words, ability to spell real and nonsense words, ability to read and spell taught high frequency words. <https://www.thereadingleague.org/wp-content/uploads/2020/10/Brady-Expanded-Version-of-Alphabetics-TRLJ.pdf>

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								Year Prior to Formal Schooling	F	Year 1	Year 2	Year 3	Year 4-6	Secondary	Remediation	
Acadience	Nonsense word fluency	Y	1 min	Individual	3 times per year	Free	https://acadiencelearning.org/acadience-reading/k-grade6/		✓	✓	✓					
Dibels 8 th	Nonsense word fluency / word reading fluency	Y	1 min	Individual	3 times per year	Free	https://dibels.uoregon.edu/dibels8		✓	✓	✓	✓				
LeST (The Letter Sound Test)	Letter-Sound knowledge	Y	5 min	Individual	1-2 times per year	Free	https://www.motif.org.au		✓	✓	✓	✓				✓
Year 1 Phonics Check	Decoding of nonsense and real words	N	5-7 min	Individual	Once per year	Free	https://check.literacyhub.edu.au/			✓						
Phonic Book Diagnostic Assessment	Decoding of nonsense and real words	N	5-10 min	Individual	1-2 times per year (or as required)	Free	https://www.phonicbooks.co.uk/advice-and-resources-for-teachers/where-to-start/		✓	✓	✓	✓				✓
The Little Learners Assessment of Reading Skills (LLARS)	Letter sound knowledge, decoding real /non words, high frequency words, decodable passage reading	N	10 min	Individual	1-2 times per year	Free	https://littlearnersloveliteracy.com.au/assessment/?fbclid=IwAR0ILHWpjZ1JCWdKkvD7q5nut2Gwi9kmjf17P7c99-Fuz5iSOzUIFtN_dNU		✓	✓						
Test of Orthographic Choice	Word recognition (select the word spelled right)	Y	5-10 min	Small group or class	Once (Term 3) to use norms	Free	https://www.motif.org.au				✓	✓	✓	✓		✓

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								Year Prior to Formal Schooling	F	Year 1	Year 2	Year 3	Year 4-6	Secondary	Remediation
Diagnostic Spelling Test – Spelling Sounds To Dictation (Dist-S)	Encoding, phonics knowledge using real words.	Y	15 min (depending on group size)	Small group or class	Once (Term 3) to use norms	Free	https://www.motif.org.au		✓	✓	✓	✓			
CUBED Dynamic Decoding Measures – Decoding and Word Identification	Decoding CVC, CCVC, silent 'e', Letter Sounds, Irregular words	Y	10-15 min	Individual	2-3 times per year	Free	https://www.languagedynamicsgroup.com/products/cubed/cubed_download/		✓	✓	✓	✓			
Diagnostic Spelling Test – Nonwords (DiSTn)	Encoding, phonics knowledge (contains more phonics concepts than DiST-S.	Y (only up to Yr3)	15 min (depending on group size)	Small group or class	Once (Term 3) to use norms	Free	https://www.motif.org.au			✓	✓	✓	✓	✓	✓
The Castles and Coltheart Test 2 (CC2)	Single word reading: sounding out and whole word recognition ability	Y	5-10 min	Individual	1-2 times per year / as req	Free	https://www.motif.org.au			✓	✓	✓	✓		
Diagnostic Reading Test for Nonwords (DiRT)	Nonword reading	N	10 min	Individual	1-2 times per year / as req	Free	https://www.motif.org.au/home/test/dirt			✓	✓	✓	✓	✓	✓
Phonic Books Reading Assessment (Dandelion Readers and Launchers)	Letter/sound knowledge, decoding single words, passage reading	N	10min	Individual	Mid / end year	Free	https://www.phonicbooks.co.uk/advice-and-resources/advice-and-resources-for-teachers/dandelion-launchers-and-readers-reading-assessments/		✓	✓					

Assessment Area: Spelling

Description: The spelling of almost any word can be explained if one or more of the following five principles of English spelling is taken into account: 1) words' language of origin and history of use can explain their spelling (etymology), 2) words' meaning and part of speech can determine their spelling (morphology), 3) speech sounds are spelled with single letters and/or combinations of up to four letters., 4) the spelling of a given sound can vary according to its position within a word, 5) the spellings of some sounds are governed by established conventions of letter sequences and patterns.

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								Year Prior to Formal Schooling	Foundati on	Year 1	Year 2	Year 3	Year 4-6	Secondary	Remedia tion / Intervent ion
The Diagnostic Spelling Test - Morphology (DiST-m)	Morphological regularities in spelling	N	30 min	Whole class, small group or individual	1-2 times per year (or as required)	Free	https://www.motif.org.au/home/test/distm					✓	✓	✓	✓
Diagnostic Spelling Test for Irregular Words (DiSTi)	Spelling irregular words	Y	15min	Whole class, small group or individual	1-2 times per year (or as required)	Free	https://www.motif.org.au/home/test/disti			✓	✓	✓	✓	✓	✓
Acadience Spelling	Broad indication of a student's level of general spelling skills	Y	2min	Whole class, small group or individual	1-2 times per year (or as required)	Free	https://acadiencelearning.org/acadience-reading/acadience-spelling/		✓	✓					
Words their Way – Primary Spelling Inventory	Spelling of real words	N	15min	Whole class, small group or individual	1-2 times per year (or as required)	Free	https://www.warrencountyschools.org/userfiles/2185/Classes/160244/wtw%20spelling%20inventory.pdf?id=600944			✓	✓	✓			✓
Words their Way – Elementary Spelling Inventory	Spelling of real words	N	15min	Whole class, small group or individual	1-2 times per year (or as required)	Free	https://www.warrencountyschools.org/userfiles/2185/Classes/160244/wtw%20spelling%20inventory.pdf?id=600944				✓	✓	✓		✓
Words their Way Upper Level Spelling Inventory	Spelling of real words	N	15min	Whole class, small group or individual	1-2 times per year (or as required)	Free	https://www.warrencountyschools.org/userfiles/2185/Classes/160244/wtw%20spelling%20inventory.pdf?id=600944						✓	✓	✓
The Components of Spelling Test 2 nd edition (COST)	Error analysis - phonological, orthographical and morphological level	Y	30 min +	Whole class	Once per year	\$250	https://www.tessadaffern.com/product/cost/					✓	✓	✓	✓

Assessment Area: Fluency

Description: The National Literacy Learning Progression in the Australian Curriculum described fluency as “how a student becomes increasingly faster, smoother, more accurate and expressive in their reading aloud of progressively complex print texts. At higher levels of the progression, students demonstrate comprehension of a text through confident use of intonation, pausing, accuracy and pace” (Australian Curriculum & Assessment Reporting Authority). Text or passage reading fluency is defined by having three components: accuracy, rate and expression (prosody). ** It is important to note that we cannot target prosody in emergent readers, until we have sufficient accuracy and rate. For emerging readers, assessment should focus on accuracy and rate.

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								Year Prior to Formal Schooling	F	Year 1	Year 2	Year 3	Year 4-6	Secondary	Remediation
DIBELS 8 th Word Reading Fluency (WRF)	Word reading fluency	Y	3 min	Individual	3 x per year (beginning, middle, end)	Free	DIBELS 8th Edition Materials DIBELS® (uoregon.edu)		✓	✓	✓	✓			
DIBELS 8 th Nonsense Word Fluency (NWF)	Nonsense word decoding fluency	Y	3 min	Individual	3 x per year (beginning, middle, end)	Free	DIBELS 8th Edition Materials DIBELS® (uoregon.edu)		✓	✓	✓	✓			
DIBELS 8 th Oral Reading Fluency (ORF)	Oral Reading Fluency (using a passage of text)	Y	3 min	Individual	3 x per year (beginning, middle, end)	Free	DIBELS 8th Edition Materials DIBELS® (uoregon.edu)			✓	✓	✓	✓	✓ (Grade 7+8)	✓
Acadience Nonsense Word Fluency (NWF)	Nonsense word decoding fluency	Y	3 min	Individual	3 x per year (beginning, middle, end)	Free	https://academiclearning.org/acadience-reading-materials-download/		✓	✓	✓				
Acadience Oral Reading Fluency (ORF)	Oral reading fluency (passage)	Y	3 min	Individual	3 x per year (beginning, middle, end)	Free	https://academiclearning.org/acadience-reading-materials-download/		✓	✓	✓	✓	✓		✓
CUBED Narrative Language Measures (Reading)	Decoding fluency	Y	5min	Individual	3 x per year (beginning, middle, end)	Free	https://www.language-dynamics-group.com/products/cubed/cubed_download/		✓	✓	✓	✓			

Assessment Area: Reading Comprehension

Description: Reading comprehension is not a skill that can be easily assessed and taught but rather is a complex mental activity that relies heavily on background knowledge, higher-level cognitive functioning and fluent word recognition. The multidimensional nature of reading comprehension presents a significant challenge for assessment. Because of the numerous factors in play, comprehension ability is more fluid than often thought. In other words, any one individual will have different levels of ability depending on what is read and for what purpose. An alternative approach would be to teach children using an integrated literacy and content-rich curriculum and to test their ability to read and comprehend passages covered in that curriculum. In other words, offer a better match between instruction and assessment. Don't just test the skills and strategies that have been taught; test the specific content-area topics that have been taught (Catts, 2021).

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								Year Prior to Formal Schooling	F	Year 1	Year 2	Year 3	Year 4-6	Secondary	Remediation	
CUBED Narrative Language Measures (Reading)	Reading Retell Comprehension Vocabulary Writing generation	Y	15 min (not including the writing generation part)	Individual	3 x per year (beginning, middle, end)	Free	https://www.language-dynamics.com/products/cubed/cubed_download/ <i>*Should be administered with the CUBED Language measure and Dynamic Decoding Measure. If students have a ORF of less than 40 words per minute in the CUBED reading passage, use professional judgement whether to administer the reading retell.</i>			✓*	✓	✓				
DIBELS 8 th MAZE	Reading Comprehension (and fluency)	Y	5 min	Group	3 x per year (beginning, middle, end)	Free	DIBELS 8th Edition Materials DIBELS® (uoregon.edu)				✓	✓	✓	✓ (Grade 7+8)	✓	
Acadience MAZE	Reading Comprehension (and fluency)	Y	5min	Group	3 x per year (beginning, middle, end)	Free	https://www.acadiencelearning.org/acadience-reading-materials-download/					✓	✓		✓	

*Although reading comprehension is measured from Year 1 in the CUBED, it is important to note that this measure should be used alongside the CUBED Language (listening retell and comprehension) subtests. The rate required for basic comprehension is around 90–100 words per minute (Armbruster et al, 2001), a rate usually achieved around the end of year 2. It is therefore not advised to assess reading comprehension as a stand-alone measure until this point.

Assessment Area: Listening Comprehension

Description: Listening comprehension is an overarching term used to describe a student's ability to derive meaning from spoken language. Language comprehension consists of three elements that must be taught so that students apply them strategically (as opposed to automatically) during listening to text. As students interpret the meaning of texts, they must strategically apply their background knowledge, their knowledge of the vocabulary, and their understanding of the language structures that exist between words and within sentences.

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								Year Prior to Formal Schooling	F	Year 1	Year 2	Year 3	Year 4-6	Secondary	Remediation
CUBED Narrative Language Measures (Listening)	Retell, listening comprehension, vocab & story generation	Y	4-6min	Individual	3 x per year (beginning, middle, end)	Free	https://www.languagedynamicsgroup.com/products/cubed/cubed_download/	✓ (end of Year)	✓	✓	✓	✓			
Peter and the Cat	Discourse level oral narrative comprehension +narrative retell	Y	10-15 min	Individual	Twice per year	\$27 for the iPad app	https://www.blacksheepress.co.uk/product/peter-cat-narrative-comprehension-assessment-nca/ <i>Scoring and instruction manual available free download</i>	✓	✓	✓	✓	✓			
The Squirrel Story	Discourse level oral narrative comprehension + narrative retell	Y	10-15 min	Individual	Twice per year	\$27 for the iPad app	https://www.blacksheepress.co.uk/product/squirrel-story-narrative-comprehension-assessment-nca/	✓	✓	✓					
The Football Story	Culturally appropriate oral storytelling and comprehension assessment for Aboriginal Students.	N	10min	Individual	1-2 per year	Free	http://northeastidc.wa.edu.au/football-story/	✓	✓	✓	✓	✓			