

# ALTR Assessment Manual



## Foundation

Pre-Primary (WA), Kindergarten (NSW, ACT),  
Preparatory (QLD, VIC, TAS), Reception (SA)  
Transition (NT)



What to  
screen?

When to  
screen?

How to  
screen?

How to report  
on data?

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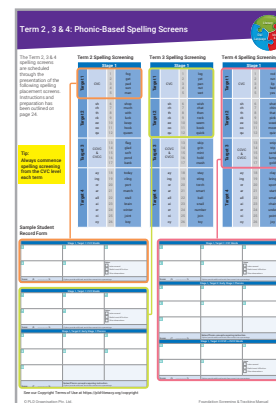
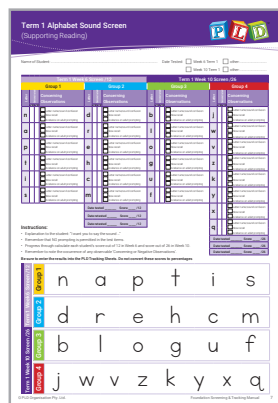
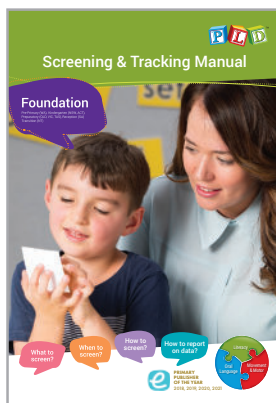
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## What is Included in the Foundation ALTR Companion Handbook?

The Foundation ALTR Companion Handbook provides step by step instructions on what to screen and how to screen.

The ALTR testing follows the PLD teaching sequence which is outlined within the Foundation Teaching Sequence Manual. It may be appropriate for schools to adapt the timing of the skills depending upon the demographics of the school community and the associated student entry levels to the school. However, targeted instruction is embedded in the full year learning schedule of Foundation, will facilitate a positive start to literacy learning.



## What is the Foundation ALTR Testing Based Upon?

The Foundation ALTR screening is based upon three of the PLD Literacy Screens:

- The Foundation Pre-Literacy Screen (which profiles pre-reading and pre-spelling skills).
- The Foundation Early Reading Profile (which profiles phonic-based decoding and automaticity skills).
- The Foundation Early Spelling Profile (which profiles phonic based spelling skills).

## Test Materials

The materials required include:

- Companion Handbook: this handbook contains test instructions and visual materials for testing.
- ALTR: access to the ALTR platform to record student responses.

## Testing Procedures

To ensure a reliable administration of the screen, the examiner should:

- Establish rapport with the student prior to the assessment.
- Administer the assessment individually, in a quiet, well lit and undisturbed space.
- Follow the guidelines for administration.
- Record responses on the ALTR platform accurately.
- Provide appropriate non-specific feedback to the student throughout the testing. This includes making comments such as "well done", "there are only a few more to go" and "aren't you clever!" Comments on performance (such as "that's correct" or "no, that wasn't right") should be avoided.

## Test Administration Instructions

The test administration instructions are outlined on the following pages.

## Instructions

### Practice Items (Optional)

If the skill has been repetitively taught, many students will not require the presentation of the practice items.

**Practice Item 1:** I am going to say some sounds.  
Put them together and guess the word.

"r" (1-2 second pause) "a" (1-2 second pause)

"t" makes the word?

(Answer: rat)

Repeat twice or three times if required.

"r" (1-2 second pause) "a" (1-2 second pause) "t"

"r" (1-2 second pause) "a" (1-2 second pause) "t"

"r" (1-2 second pause) "a" (1-2 second pause) "t"?

= rat.



**Practice Item 2:** Here is another one.

"h" (1-2 second pause) "o" (1-2 second pause)

"t" makes the word?

(Answer: hot)

Repeat twice or three times if required.

"h" (1-2 second pause) "o" (1-2 second pause) "t"

"h" (1-2 second pause) "o" (1-2 second pause) "t"

"h" (1-2 second pause) "o" (1-2 second pause) "t"?

= hot.





- Remember that NO prompting is permitted in the test items.
- If the child provides an incorrect answer, in the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%.  
The following observations suggest that further skill development in this area is required:
  - Was the task presented with short pauses between sounds?
  - Did the child request the sounds to be repeated?
  - Did the child repeat the sounds in order to process the task?
  - Did the task appear difficult and cognitively effortful?
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate until the end of the term. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) require small group targeted sessions each day of attendance.

## Test Items

### Instructions:

"Can you guess these words? I am going to say 3 sounds.  
Put them together and guess the word."

m (1-2 second pause) u (1-2 second pause) g?

s (1-2 second pause) u (1-2 second pause) n?

f (1-2 second pause) a (1-2 second pause) n?

b (1-2 second pause) e (1-2 second pause) d?

t (1-2 second pause) a (1-2 second pause) p?



**4/5 to pass**  
(with no negative observations)

## Instructions

### Practice Items (Optional)

If the skill has been repetitively taught, many students will not require the presentation of the practice items.

#### Practice Item 1:

What are the sounds in the word 'sun'?

"s" (1-2 second pause) "u" (1-2 second pause)

"n" (1-2 second pause)

makes the word sun.



#### Practice Item 2:

What are the sounds in the word 'hat'?

"h" (1-2 second pause) "a" (1-2 second pause)

"t" (1-2 second pause)

makes the word hat.



- Remember that NO prompting is permitted in the test items.
- If the child provides an incorrect answer, in the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%.  
The following observations suggest that further skill development in this area is required:
  - Did the student confuse the task and provide some letter names?
  - Did the task appear difficult for the child, even if they answered correctly?
  - Was the student reliant upon adult prompting?
- For the children who have acquired the skill (i.e. 80-100%), continue to consolidate until the end of the term. For the children who have almost demonstrated the skill (i.e. 40-60%), schedule further practice. The children who have not yet acquired the skill (i.e. 0-20%) require small group targeted sessions each day of attendance.

## Test Items

### Instructions:

"What are the sounds are in these words?"

top

lid

peg

bug

nut



**4/5 to pass**  
(with no negative observations)

## Test Items (Option 1 Foundation Font)

**Instructions:** "What are these sounds? I don't want you to tell me the names of these letters, just the sounds."

### Group 1

Point to the n.

"What is this sound?"

n

Point to the a.

"What is this sound?"

a

Point to the p.

"What is this sound?"

p

Point to the t.

"What is this sound?"

t

Point to the i.

"What is this sound?"

i

Point to the s.

"What is this sound?"

s

### Group 2

Point to the d.

"What is this sound?"

d

Point to the r.

"What is this sound?"

r

Point to the e.

"What is this sound?"

e

Point to the h.

"What is this sound?"

h

Point to the c.

"What is this sound?"

c

Point to the m.

"What is this sound?"

m

**10/12 to pass**  
(with no negative observations)



## Test Items (Option 2 Cursive Font)

**Instructions:** "What are these sounds? I don't want you to tell me the names of these letters, just the sounds."

### Group 1

Point to the n.

"What is this sound?"

*n*

Point to the a.

"What is this sound?"

*a*

Point to the p.

"What is this sound?"

*p*

Point to the t.

"What is this sound?"

*t*

Point to the i.

"What is this sound?"

*i*

Point to the s.

"What is this sound?"

*s*

### Group 2

Point to the d.

"What is this sound?"

*h*

Point to the c.

"What is this sound?"

*c*

Point to the e.

"What is this sound?"

*m*

Point to the h.

"What is this sound?"

*r*

Point to the c.

"What is this sound?"

*d*

Point to the m.

"What is this sound?"

*e*

**10/12 to pass**  
(with no negative observations)

### Test Items (Option 1 Foundation Font)

**Instructions:** "What are these sounds? I don't want you to tell me the names of these letters, just the sounds."

#### Group 3

Point to the b.

"What is this sound?"

b

Point to the l.

"What is this sound?"

l

Point to the o.

"What is this sound?"

o

Point to the g.

"What is this sound?"

g

Point to the u.

"What is this sound?"

u

Point to the f.

"What is this sound?"

f

#### Group 4

Point to the j.

"What is this sound?"

j

Point to the w.

"What is this sound?"

w

Point to the v.

"What is this sound?"

v

Point to the z.

"What is this sound?"

z

Point to the k.

"What is this sound?"

k

Point to the y.

"What is this sound?"

y

Point to the x.

"What is this sound?"

x

Point to the q.

"What is this sound?"

q

**12/14 to pass**  
(with no negative observations)

### Test Items (Option 2 Cursive Font)

**Instructions:** "What are these sounds? I don't want you to tell me the names of these letters, just the sounds."

#### Group 3

Point to the b.

"What is this sound?"

b

Point to the l.

"What is this sound?"

l

Point to the o.

"What is this sound?"

o

Point to the g.

"What is this sound?"

g

Point to the u.

"What is this sound?"

u

Point to the f.

"What is this sound?"

f

#### Group 4

Point to the j.

"What is this sound?"

j

Point to the w.

"What is this sound?"

w

Point to the v.

"What is this sound?"

v

Point to the z.

"What is this sound?"

z

Point to the k.

"What is this sound?"

k

Point to the y.

"What is this sound?"

y

Point to the x.

"What is this sound?"

x

Point to the q.

"What is this sound?"

q

**12/14 to pass**  
**(with no negative observations)**

## Instructions

- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
  - Reliance on an alphabet desk strip.
  - Incorrect starting points and very poor formation.
  - Reliance on adult prompting.
  - Incorrect pencil grip and seated posture.
  - Unrecognisable letters formed.

**Note:** Letter reversals are a common occurrence at this age and should not on their own be the reason to mark the student as incorrect.

**Instructions:** In an effort to be time efficient, it is recommended that this screen is presented to small groups of students, rather than individually to each student.

- "On your piece of paper, in box number 1 write the sound s."
- "In box number 2 write the sound t."
- "In box number 3 write the sound a."
- "In box number 4 write the sound i."
- "In box number 5 write the sound p."
- "In box number 6 write the sound n."
- "In box number 7 write the sound d."
- "In box number 8 write the sound h."
- "In box number 9 write the sound e."
- "In box number 10 write the sound r."
- "In box number 11 write the sound c as in 'car'."
- "In box number 12 write the sound m."

1	2	3
4	5	6
7	8	9
10	11	12

**10/12** to pass (with no negative observations)

## Instructions

- Remember that NO prompting is permitted in the test items.
- In the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. The following observations suggest that further skill development in this area is required:
  - Reliance on an alphabet desk strip.
  - Incorrect starting points and very poor formation.
  - Reliance on adult prompting.
  - Incorrect pencil grip and seated posture.
  - Unrecognisable letters formed.

**Note:** Letter reversals are a common occurrence at this age and should not on their own be the reason to mark the student as incorrect.

**Instructions:** In an effort to be time efficient, it is recommended that this screen is presented to small groups of students, rather than individually to each student.

- "On your piece of paper, in box number 1 write the sound g."
- "In box number 2 write the sound o."
- "In box number 3 write the sound u."
- "In box number 4 write the sound b."
- "In box number 5 write the sound f."
- "In box number 6 write the sound l."
- "In box number 7 write the sound q."
- "In box number 8 write the sound w."
- "In box number 9 write the sound z."
- "In box number 10 write the sound y."
- "In box number 11 write the sound j."
- "In box number 12 write the sound v."
- "In box number 13 write the sound x."
- "In box number 14 write the sound k as in 'kangaroo'."

1	2	3
4	5	6
7	8	9
10	11	12
13	14	<b>12/14 to pass</b> <b>(with no negative observations)</b>

## Test Items

**Instructions:** Read the following words. If you need to sound out the words, can you sound out aloud so I can hear your sounding. But if you don't need to sound out the words just read the words as whole words.

pin

tap

sit

hat

kit

net

run

jog

gum

win



## Test Items

Instructions: Read the following words. If you need to sound out the words, can you sound out aloud so I can hear your sounding. But if you don't need to sound out the words just read the words as whole words.

shop chin that

shed rich rash

thin thick much

them moon hook

feed weed luck

took queen shoot

when quit

18/20 to pass (with no negative observations)

## Test Items

Instructions: Read the following words. If you need to sound out the words, can you sound out aloud so I can hear your sounding. But if you don't need to sound out the words just read the words as whole words.

skip

smell

trip

slip

glad

sank

wink

camp

held

gold

8/10 to pass (with no negative observations)

## Test Items

Instructions: Read the following words. If you need to sound out the words, can you sound out aloud so I can hear your sounding. But if you don't need to sound out the words just read the words as whole words.

sport

away

never

spark

train

faint

under

sharp

noise

enjoy

### Test Items

**Instructions:** Read the following words. If you need to sound out the words, can you sound out aloud so I can hear your sounding. But if you don't need to sound out the words just read the words as whole words.

strap

shrunk

splint

scrap

thirty

scream

tie

nurse

toadstool

scorch

ground

pillow

knife

clue

slippers

saw

blew

dusty

flower

smoke

## Test Items

**Instructions:** Read the following words. If you need to sound out the words, can you sound out aloud so I can hear your sounding. But if you don't need to sound out the words just read the words as whole words.

ignore

frighten

cringe

pledge

struggle

career

emotion

doubt

breakfast

actor

photograph

scratch

quench

cupboard

tasty

kidney

replace

beneath

anyone

parent

## Test Items

### Test Instructions:

- In order to be time efficient, it is recommended that this screen is presented to small groups of students rather than individually to each student.
- It may be appropriate to have 3 sittings, clustering the low ability, the average and the high ability students together.
- Progress through the screen until the students are making errors. At this point, students can be asked to cease the screen, as their level (or levels) of development have been established.
- Use the template provided. The template can be printed as an A4 or A3 page. The use of the template will assist in the process of analysing the results.

Name: _____			Stage 1 Template for Junior Primary (Option 2)		
<b>Stage 1, Target 1: CVC Words</b>					
1	2	3			
4	5	<b>Notes</b> <input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations			
Score: /5 .....%			*Option: provide additional words then convert into a percentage.		
<b>Stage 1, Target 2: Early Stage 1 Phonics</b>					
6	7	8			
9	10	11			
12					
Score: /7 .....%			<b>Notes/Phonic concepts requiring instruction.</b> *Option: provide additional words then convert into a percentage.		
<b>Stage 1, Target 3: CCVC + CVCC Words</b>					
13	14	15			
16	17	<b>Notes</b> <input type="checkbox"/> Letter reversal <input type="checkbox"/> Medial vowel difficulties <input type="checkbox"/> Other observations			
Score: /5 .....%			*Option: provide additional words then convert into a percentage.		
<b>Stage 1, Target 4: Late Stage 1 Phonics</b>					
18	19	20			
21	22	23			
24	25	26			
Score: /9 .....%			<b>Notes/Phonic concepts requiring instruction.</b> *Option: provide additional words then convert into a percentage.		
© PLD Organisation Pty. Ltd. ISBN: 978-1-925769-69-2 Phonic and Sight Word Sequence					

### Explanation to the group:

"Listen carefully to the words I am asking you to spell and do your best. If you make a mistake, please do not use a rubber/eraser, as I would like to see how you are spelling. Let's get started. Your first word is ..."



## Test Items

**Instructions:** Remember to present this task to small groups of students and not to each student individually.

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, rod. Get your fishing rod. Spell the word, rod.

Test Words	Sentences illustrating the word meaning
run	Run as fast as you can.
mop	Please mop the floor.
lip	She bit her lip.
bag	I collected my school bag.
yes	Yes, you can play with me.

### Test Items

**Instructions:** Remember to present this task to small groups of students and not to each student individually.

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, shut. Please shut the door. Spell the word, shut.

Test Words	Sentences illustrating the word meaning
shut	Please shut the door.
chin	The baby had food on his chin.
that	That is my pencil.
pick	You can pick what game to play.
weed	Mum pulled the weed in the garden.
moon	At night the moon is in the sky.
quiz	We had a quiz at school.

### Test Items

**Instructions:** Remember to present this task to small groups of students and not to each student individually.

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, snip. Snip the paper with the scissors. Spell the word, snip.

Test Words	Sentences illustrating the word meaning
snip	Snip the paper with the scissors.
trip	We took a trip to the beach.
send	I will send a letter to my Nanna.
lump	There was a lump of ice in my juice.
gold	The necklace is made of gold.

## Test Items

**Instructions:** Remember to present this task to small groups of students and not to each student individually.

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, clay. In art we made a bowl with clay. Spell the word, clay.

Test Words	Sentences illustrating the word meaning
clay	In art we made a bowl with clay.
bring	Bring your lunch to school.
sport	Football is my favourite sport.
start	When the bell rings you may start the race.
small	My little sister is small.
chain	The chain fell off my bike.
under	The dog hid under the table.
point	Point to the first shape in the row.
joy	He has a smile and is full of joy.

## Test Items

**Instructions:** Remember to present this task to small groups of students and not to each student individually.

Step 1: "Spell the word [insert the test word]."

Step 2: Read the sentence illustrating the meaning of the word.

Step 3: Restate the test word. "Spell the word [insert the test word]."

E.g. Spell the word, strict. The rules at school are strict. Spell the word, strict.

Test Words	Sentences illustrating the word meaning
strict	The rules at school are strict.
squelch	Walking in mud makes a squelch sound.
press	Press the doorbell.
shape	A triangle is a shape with 3 sides.
line	Draw a line between the dots.
skirt	Mum wears a skirt to work.
window	Look out the window.
toast	I have toast for breakfast.
drew	He drew a picture of his house.
count	Can you count the apples?
yawn	When I am tired I yawn.
steam	The kettle has steam coming out.
clue	I thought about the clue in the puzzle for a long time.
hurt	When he fell off his bike he got hurt.
windy	It was a windy day at the beach.
knife	Use a knife to cut the apple.

**14/16** to pass (with no negative observations)

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First Edition 2020

ALTR - Foundation Assessment Manual

Editor: Diana Rigg

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