ALTR Assessment Manual

Early Years

Kindergarten (WA, QLD, SA, TAS)
Preschool (ACT, NT, NSW, VIC)

What to screen?

When to screen?

How to screen?

How to report on data?

ALTR
Data-Driven Literacy

2023 Version

Contents

Using ALTR in the Early Years

What is included in the Early Years ALTR Assessment Manual?

The Early Years ALTR Assessment Manual 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 Early Years Teaching Sequence Manual. Keep in mind, that 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, when targeted instruction is embedded in the full year learning schedule this builds skills literacy success.

What is the Early Years ALTR Testing Based Upon?

The Early Years ALTR screening is based upon the PLD Early Years Pre-Literacy Screen. The screen focuses upon two areas that impact later literacy development:

- Phonological and phonemic awareness (or the ability to attend to the sound structure in words).
- Alphabet knowledge (and the ability to recall the alphabet sounds for later reading and also the sounds for later spelling and writing).
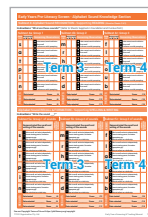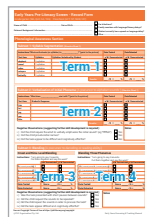
Both areas have been identified as predictors of early literacy success.

Testing Procedures

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

- Be familiar with the Manual, Stimulus Sheets and Electronic Student Recording Process.
- Establish rapport with the student prior to the assessment.
- Administer the assessment individually, in a quiet, well lit and undisturbed space.

Estimated time allocation for:

- **Term 1: Syllable Segmentation:** Subtest EY 1.1. (1 minute when presented individually.)
- **Term 2: Verbalisation of Initial Phoneme:** Subtest EY 1.2**.** (1 minute when presented individually.)
- **Term 3: Onset & Rime Blending and Blending Three Phonemes:** Subtests EY 1.3 & EY 1.4. (2 minutes when presented individually.)

  Groups 1, 2 & 3 of the Alphabet Sounds - Supporting Reading: Subtests EY 1.4A, EY 1.4B & EY 1.4C: . (1-2 minutes when presented individually.)
- **Term 4: Group 2 of the Alphabet Sound Recall and Formation - Supporting Spelling & Writing:** Subtests EY 1.5A, EY 1.5B & EY 1.5. (5-10 minutes when presented in a group.)

Test Administration Instructions

Many of the subtests include practice items. The practice items however are optional, because if the students have received considerable targeted teaching of the skills, it is often appropriate to progress directly to the test items. If however students are new to the class or lack confidence, it may be appropriate to present the practice items first.

The individual subtests 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: Words have a beat. I am going to point to a drum for each beat as I say the word.

    Turtle: tur (point to the first drum)
    tle (point to the second drum).
    [Repeat twice or three times if required.]

Now it is your turn. Say the beats in 'turtle'?
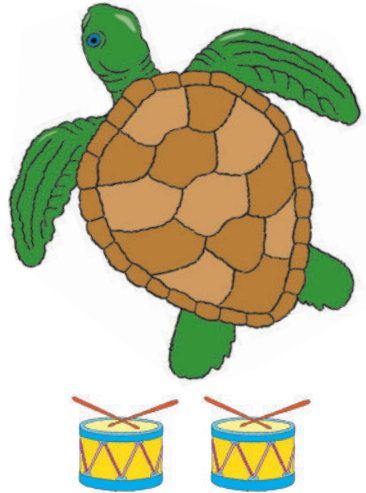
Practice Item 2: Now I will say the beats in dinosaur

    (Point to the dinosaur on stimulus sheet 1)
    di (point to the first drum)
    no (point to the second drum)
    saur (point to the third drum).
    [Repeat twice or three times if required.]

Now it is your turn. Say the beats in 'dinosaur'?

- Explanation to the student: "I have some words for you to do on your own." (Point to the picture) "Camel. What are the beats (or syllables) in the word 'camel'?"

- 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%.

- 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

"What are the beats in the word camel?"

"What are the beats in the word zebra?"

"What are the beats in the word elephant?"
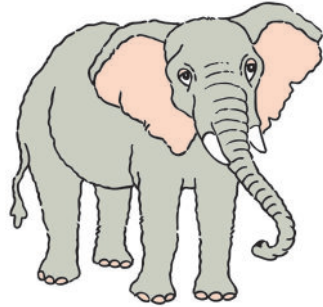
"What are the beats in the word octopus?"
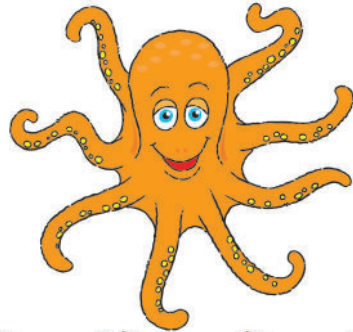
"What are the beats in the word butterfly?"
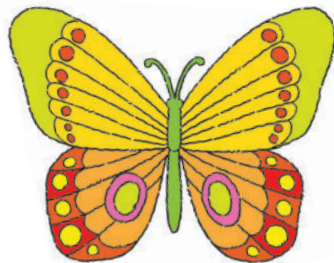
4/5 **to pass**
(with no negative observations)

Instructions

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

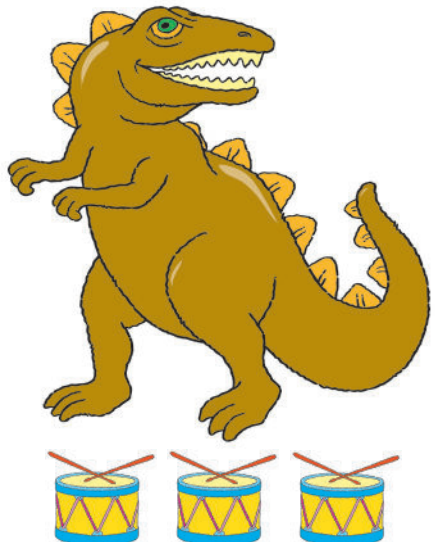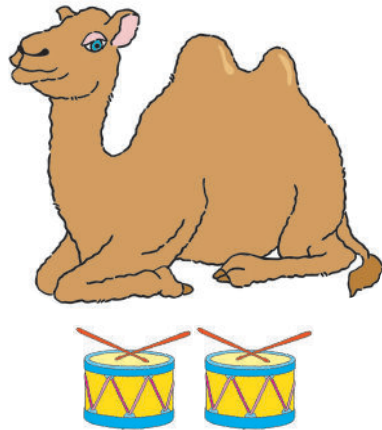**Practice Item 1:** "What sound is at the start of these words." Mouse starts with a ... ?"

[If the student does not verbalise the initial sound, assistance may be provided in the following manner: "Mmmmouse. Mmmmouse starts with a /mmm/.
Mmmouse - /mmm/".
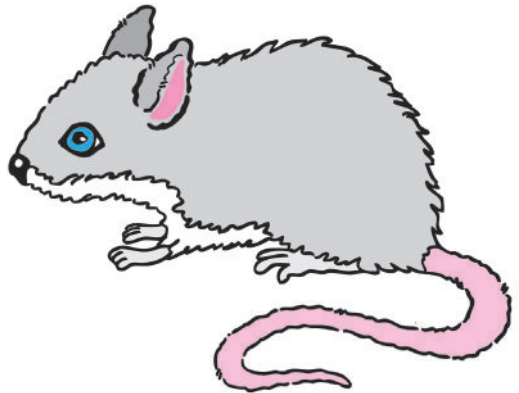
Practice Item 2: "What sound does this word or picture start with? Sun starts with a ...?"

If the student does not verbalise the initial sound "sss", assistance may be provided. "Sssun starts with a sss. Ssun-sss."
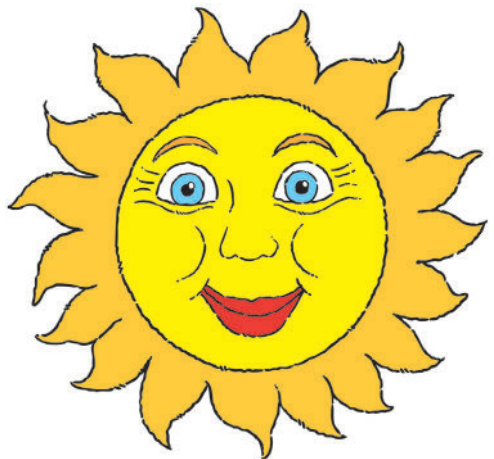
- Remember that NO prompting is permitted in the test items.
- If the child provides an incorrect answer, in the space provided, write exactly what the student verbalised.
- Note the occurrence of any observable 'Negative Observations' (which indicate that further skill development is still required) even if the student scores 100%. If the student requires the adult to emphasise the initial phoneme in any way, or uses letter names rather than sounds, then the skill has not been sufficiently developed.
- 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

Point to the fish.

What does fish start with?
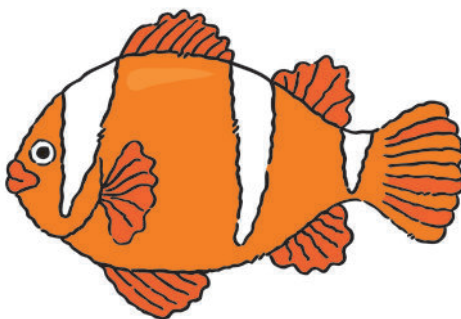
Point to the hat.

What does hat start with?
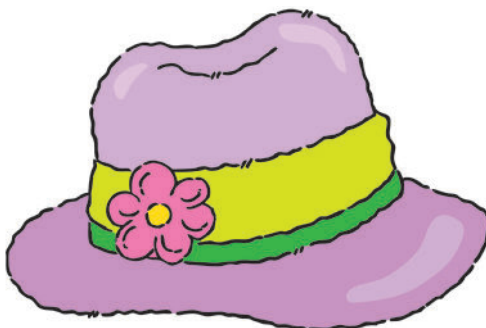
Point to the jug.

What does jug start with?
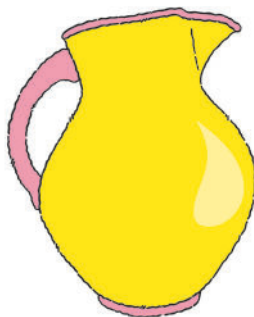
Point to the van.

What does van start with?

Point to the bike.

What does bike start with?

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

"m" (1-2 second pause) "ap" makes the word? (Answer: map).

Repeat twice or three times if required.

"m" (1-2 second pause) "ap"

"m" (1-2 second pause) "ap"

"m" (1-2 second pause) "ap"?

= map.

?

Practice Item 2: Here is another one.

"f" (1-2 second pause) "an" makes the word? (Answer: fan).

Repeat twice or three times if required.

"f" (1-2 second pause) "an"

"f" (1-2 second pause) "an"

"f" (1-2 second pause) "an"?

= fan.

?

- 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 2 sounds.
Put them together and guess the word."

b (1-2 second pause) in?

s (1-2 second pause) ad?

y (1-2 second pause) es?

r (1-2 second pause) un?

c (1-2 second pause) up?

?

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

Instructions

- Explanation to the student: "I have some letters. Can you tell me the sounds?"

- 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:

  - Confusion with letter names and sounds.
  - Slow recall of sounds.
  - Reliance on adult prompting.

- For the children who have acquired the skill (i.e. 5/6 or 6/6), continue to consolidate until the end of the term and commence teaching the group 2 alphabet sounds. For the children who have almost demonstrated the skill (i.e. 3/6 or 4/6), schedule further practice. The children who have not yet acquired the skill (i.e. 2/6) require small group targeted sessions each day of attendance.

(Option 1 Foundation Font)

Test Items

Instructions: "Look at these letters and tell me the sounds. I don't want you to tell me the names of these letters, just the sounds."

Group 1

Point to the s.

"What is this sound?"

s

Point to the t.

"What is this sound?"

t

Point to the a.

"What is this sound?"

a

Point to the i.

"What is this sound?"

i

Point to the p.

"What is this sound?"

p

Point to the n.

"What is this sound?"

n

5/6 to pass
(with no negative observations)

(Option 2 Cursive Font)

Test Items

Instructions: "Look at these letters and tell me the sounds. I don't want you to tell me the names of these letters, just the sounds."

Group 1

Point to the s.

"What is this sound?"

s

Point to the t.

"What is this sound?"

t

Point to the a.

"What is this sound?"

a

Point to the i.

"What is this sound?"

i

Point to the p.

"What is this sound?"

p

Point to the n.

"What is this sound?"

n

5/6 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.

- For the children who have acquired the skill (i.e. 5/6), continue to consolidate until the end of the term. For the children who have almost demonstrated the skill (i.e. 3/4), schedule further practice. The children who have not yet acquired the skill (i.e. 0/1) require small group targeted sessions each day of attendance.

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."

1	2	3
4	5	6

5/6 **to pass (with no negative observations)**

Instructions

(If the skill has been repetitively targeted, 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) "a" (1-2 second pause)
"t" makes the word?
(Answer: hat)
 Repeat twice or three times if required.
   "h" (1-2 second pause) "a" (1-2 second pause) "t"
   "h" (1-2 second pause) "a" (1-2 second pause) "t"
   "h" (1-2 second pause) "a" (1-2 second pause) "t"?
   = hat.

?

4/5
TO PASS

- 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)**

(Option 1 Foundation Font)

Test Items

Instructions: "Look at these letters and tell me the sounds. I don't want you to tell me the names of these letters, just the sounds."

Group 2

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

Point to the r.

"What is this sound?"

r

Point to the d.

"What is this sound?"

d

Point to the e.

"What is this sound?"

e

$^5/_6$ **to pass**
(with no negative observations)

(Option 2 Cursive Font)

Test Items

Instructions: "Look at these letters and tell me the sounds. I don't want you to tell me the names of these letters, just the sounds."

Group 2

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

Point to the r.

"What is this sound?"

r

Point to the d.

"What is this sound?"

d

Point to the e.

"What is this sound?"

e

5/6 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.

- For the children who have acquired the skill (i.e. 5/6), continue to consolidate until the end of the term. For the children who have almost demonstrated the skill (i.e. 3/4), schedule further practice. The children who have not yet acquired the skill (i.e. 0/1) require small group targeted sessions each day of attendance.

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 h."
- "In box number 2 write the sound c."
- "In box number 3 write the sound m."
- "In box number 4 write the sound r."
- "In box number 5 write the sound d."
- "In box number 6 write the sound e."

1	2	3
4	5	6

5/6 to pass (with no negative observations)

(Option 1 Foundation Font)

Test Items

Instructions: "Look at these letters and tell me the sounds. I don't want you to tell me the names of these letters, just the sounds."

Group 3

Point to the u.

"What is this sound?"

u

Point to the g.

"What is this sound?"

g

Point to the l.

"What is this sound?"

l

Point to the o.

"What is this sound?"

o

Point to the f.

"What is this sound?"

f

Point to the b.

"What is this sound?"

b

5/6 **to pass**
(with no negative observations)

(Option 2 Cursive Font)

Test Items

Instructions: "Look at these letters and tell me the sounds. I don't want you to tell me the names of these letters, just the sounds."

Group 3

Point to the u.

"What is this sound?"

u

Point to the g.

"What is this sound?"

g

Point to the l.

"What is this sound?"

l

Point to the o.

"What is this sound?"

o

Point to the f.

"What is this sound?"

f

Point to the b.

"What is this sound?"

b

5/6 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.

- For the children who have acquired the skill (i.e. 5/6), continue to consolidate until the end of the term. For the children who have almost demonstrated the skill (i.e. 3/4), schedule further practice. The children who have not yet acquired the skill (i.e. 0/1) require small group targeted sessions each day of attendance.

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 u."
- "In box number 2 write the sound g."
- "In box number 3 write the sound l."
- "In box number 4 write the sound o."
- "In box number 5 write the sound f."
- "In box number 6 write the sound b."

1	2	3
4	5	6

5/6 to pass (with no negative observations)

(Option 1 Foundation Font)

Test Items

Instructions: "Look at these letters and tell me the sounds. I don't want you to tell me the names of these letters, just the sounds."

Group 4

Point to the q.

"What is this sound?"

q

Point to the w.

"What is this sound?"

w

Point to the z.

"What is this sound?"

z

Point to the y.

"What is this sound?"

y

Point to the j.

"What is this sound?"

j

Point to the v.

"What is this sound?"

v

Point to the x.

"What is this sound?"

x

Point to the k.

"What is this sound?"

k

**7/8 to pass
(with no negative observations)**

(Option 2 Cursive Font)

Test Items

Instructions: "Look at these letters and tell me the sounds. I don't want you to tell me the names of these letters, just the sounds."

Group 4	

Point to the q.
"What is this sound?"

q

Point to the w.
"What is this sound?"

w

Point to the z.
"What is this sound?"

z

Point to the y.
"What is this sound?"

y

Point to the j.
"What is this sound?"

j

Point to the v.
"What is this sound?"

v

Point to the x.
"What is this sound?"

x

Point to the k.
"What is this sound?"

k

**7/8 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.
- For the children who have acquired the skill (i.e. 7/8), continue to consolidate until the end of the term. For the children who have almost demonstrated the skill (i.e. 4-6/8), schedule further practice. The children who have not yet acquired the skill (i.e. 0-3/8) require small group targeted sessions each day of attendance.

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 q."
- In box number 2 write the sound w."
- "In box number 3 write the sound z."
- "In box number 4 write the sound y."
- "In box number 5 write the sound j."
- "In box number 6 write the sound v."
- "In box number 7 write the sound x."
- "In box number 8 write the sound k."

1 **2**

3 **4** **5**

6 **7** **8**

$7/8$ **to pass (with no negative observations)**

Notes

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