

ALTR Assessment Manual



Year 2

What to
screen?

When to
screen?

How to
screen?

How to report
on data?



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What is Included in the Year 2 ALTR Assessment Manual?

The Year 2 ALTR Manual provides instructions on what to screen and how to screen.

The ALTR testing process is aligned with the PLD structured phonic sequences.

Refer to the sequence overviews below.

Scan here for PLD Phonics Overviews



Foundation Teaching Sequence

PLD's Structured Synthetic Phonics program is an evidence-based, comprehensive curriculum in Australia, closely aligned with the Science of Reading. The teaching sequence starts with the basics of the initial (simple) code and then progresses to the extended code.

Stage 1 Target 1 (beginning)	Term 1										First Reading Words
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 10		
	s a t	m r h	f l g	w j v	k	p i n	e d c	o u b	z y q x		
	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words		
Stage 1 Target 1 (beginning)	Term 2										PLD Decodable Reading Book Set 2
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 10		
	s a t	m r h	f l g	w j v	k	p i n	e d c	o u b	z y q x		
	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words		
Stage 1 Target 2 (beginning)	Term 3										PLD Decodable Reading Book Set 3
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 10		
	sh ch	th	oo	ee	ck	qu	wh	x			
	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words		
Stage 1 Target 2 (beginning)	Term 4										PLD Decodable Reading Book Set 4
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 10		
	sh ch	th	oo	ee	ck	qu	wh	x			
	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words	HFW Words and CVC single words		

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Year 1 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three Targeted Teaching Groups, determined through the spelling placement screen. This teaching sequence overview is designed for **Group 1** students who are operating at an appropriate level. **Group 2** (marginally behind the year level) and **Group 3** (significantly behind the year level) students will require personalised teaching plans using the planning tables located in the Teaching Sequence Manual.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Book Set 7
Stage 1 Target 1 (beginning)	CVC										

Year 2 Teaching Sequence

PLD recognises that there will be a range of abilities within every classroom and advocates for three Targeted Teaching Groups, determined through the spelling placement screen. This teaching sequence overview is designed for Group 1 students who are operating at an appropriate level. Group 2 (marginally behind the year level) and Group 3 (significantly behind the year level) students will require personalised teaching plans using the planning tables located in the Teaching Sequence Manual.

Term 1													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Book Set 11			
kn ve	aw or	re re	re re	re re	re re	re re	re re	B & Trl Consonant Clusters	i ie				
Stage 3 Target 1 (beginning)													
Term 2													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Book Set 12			
re -se	-se	-se	-se	-ge	dg	dge	igh	air	air				
Stage 3 Target 2 (beginning)													
Term 3													
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	PLD Decodable Reading Book Set 13			
ear eer	ou ui	mb	bt	al	ai	ai	ai	ph	air				
Stage 3 Target 3 (beginning)													
Term 4													
Week 1 and 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	PLD Decodable Reading Book Set 14			
-le	-le	double letters	double letters in 2 syllable words	ai	prati- be	ti	ey	Double Letters & HFW	reassess				
Stage 3 Target 4 (beginning)													
HFW Words and CVC single words													

The outlines define the Tier 1 (age-appropriate) teaching progression. However inevitably in classrooms, there will also be Tier 2 and Tier 3 students operating at delayed levels. The ALTR screening will also accommodate the range in ability evident within Year 2 classrooms.

Test Materials

The materials required include:

- The Year 2 ALTR Assessment Manual
- 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 students prior to the assessment.
- Administer the assessment ideally to the whole class, in a quiet, well lit and undisturbed space.
- Follow the guidelines for administration.
- Record responses on the ALTR platform accurately.

Test Administration Instructions

The test administration instructions are outlined on the following pages.

The **Year 2 Spelling Placement Screens** are designed to track the development of single word spelling ability based upon PLD's Structured Synthetic Phonics sequence. The information gained will highlight the areas requiring further targeted teaching and will also assist in the allocation of spelling lists. Please note that the test words will change every term.

Materials Required



Writing Pencil



Student Spelling Templates



Test Pages



Preparation

- Duplicate the relevant student spelling template for each student. They may need to be enlarged to A3. Be sure to select the appropriate template according to which stages you are testing.
- It is recommended that the spelling screen is presented to the whole class in one sitting.
- Have each student put a book on their desks so they can read if asked to discontinue.
- Explanation to each group: "We are going to complete a spelling review. The words will gradually become more difficult. Let's get started. Listen carefully to the words I am asking you to spell and do your best. Please do not use an eraser."

Instructions

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

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


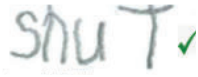
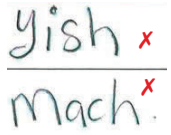

Step 3: Restate the test word. "Spell the word [insert the test word]."

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

It is preferable to continue testing according to the year level recommendations below. Some students will require testing beyond the recommended stages so be sure to have additional copies of the subsequent templates so testing can continue.

Spelling Placement Screens are conducted at the beginning of the school year (ideally Term 1, Week 1) and at the end of Terms 1, 2 and 3.

Marking the Placement Screens

FAQ's	Response	Test Examples
Do I mark the word correct when the student reverses letters?	Yes. Letter reversals are a common occurrence in the first years of learning to spell and write. Repeated practice forming letters (and particularly letters subject to frequent reversals) is needed with an emphasis on starting points and verbal cues.	 ✓ Test word: 'snip'
What happens when the student reverses a 'b' or 'd'?	When the word 'rod' is spelled 'rob' (with a reversal of a d) technically this is an error. However, within the first years of learning to spell, such errors are common and a degree of flexibility can be shown in this initial period of screening.	Suggestion: Focus on these letters reinforcing starting points and verbal cues.
Do I mark the word correct when the student uses capital letters?	Yes. When students write their spelling words with some (or all) upper-case letters, this reflects a handwriting weakness and not a spelling issue. This observation signals the need for intensive lower-case letter formation skill development.	 ✓ Test word: 'shut'
Do I mark the word correct when the student writes the correct phonic pattern but other letters in the test word are incorrect?	No! Spelling test words are only marked correct if they have been spelled correctly. If the target phonic pattern is correct, but other errors exist within the word, then technically the word should still be marked incorrect. Including the phonic pattern means that the concept is emerging but it definitely has not been mastered and is not ready for transference into writing.	 ✗ Test words: 'dish' and 'much'
Do I mark the word correct when the student gets the middle letter (typically the vowel) incorrect?	No. It is common for students who experienced multiple ear infections, who present with language delays, or for whom English is not a first language to experience difficulties with medial vowels e.g. a/u or i/e. This observation signals the need for targeted teaching in the area. Keep in mind, within Stage 1 Target 2 and 3, additional medial vowel practice will occur.	 ✗ Test word: 'luck'

Test Items

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.

Stage 1	Test Word		Test Word in a Sentence	Stage 2	Test Word		Test Word in a Sentence
Target 1 CVC	1	run	Run as fast as you can.	CCC/CC	1	strict	The rules at school are strict.
	2	mop	Please mop the floor.	CCC/CC	2	squelch	Walking in mud can make a squelch sound.
	3	lip	She bit her lip.	-ss	3	press	Press the doorbell.
	4	bag	I collected my school bag.	a-e	4	shape	A triangle is a shape with three sides.
	5	yes	Yes, you can play with me.	i-e	5	line	Draw a line between the dots.
Target 2	sh	6	shut	ow	6	skirt	I wear a skirt to work.
	ch	7	chin	oa	7	window	Look out the window.
	th	8	that	ew	8	toast	I have toast for breakfast.
	ck	9	pick	ou	9	drew	He drew a picture of a house.
	ee	10	weed	aw	10	count	Can you count the apples?
	oo	11	moon	ea	11	yawn	When I am tired I yawn.
	qu	12	quiz	ue	12	steam	The kettle has steam coming out.
Target 3 CCVC & CVCC		13	snip	ur	13	clue	The clue helped me solve the riddle.
		14	trip	-y	14	hurt	He fell off his bike and hurt his leg.
		15	send	kn	15	windy	It was a windy day at the beach.
		16	lump	<div>Stage 3</div> <div>Test Word</div> <div>Test Word in a Sentence</div>			
		17	gold				
Target 4	ay	18	clay	dge	1	edge	Don't get too close to the edge!
	ing	19	bring	igh	2	midnight	They went to sleep at midnight.
	or	20	sport	tch	3	rematch	She demanded a rematch after losing the game.
	ar	21	start	ph	4	orphan	He was left an orphan.
	all	22	small	ea	5	instead	Can I have chocolate instead of cake?
	ai	23	chain	mb	6	plumber	Dad called the plumber to fix the toilet.
	er	24	under	dd	7	rabbit	A rabbit likes to hop around.
	oi	25	point	-ey	8	chimney	The smoke rose out of the chimney.
	oy	26	joy	ce	9	disgrace	He left the army in disgrace.
<div>Present all of Stages 1 and 2</div>				air	10	repair	Mum will repair the broken table.
				ore	11	before	Monday comes before Tuesday.
				-le	12	grumble	Nan says I must not grumble.
				-ge	13	orange	My favourite colour is orange.
				-or	14	doctor	The doctor gave me medicine.
				qu	15	liquid	Water is a liquid.
				tion	16	action	I like action movies.

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:
<https://pld-literacy.org/pld-catalogue-request/>

Name: _____

Term: _____

Stage 1		Stage 2	Stage 3
Target 1 Score ___/5=___%	1		
	2		
	3		
	4		
	5		
Target 2 Score ___/7=___%	6		
	7		
	8		
	9		
	10		
	11		
	12		
Target 3 Score ___/5=___%	13		
	14		
	15		
	16		
	17	Note the phonic concepts requiring further instruction	Note the phonic concepts requiring further instruction
Target 4 Score ___/9=___%	18	<input type="checkbox"/>	<input type="checkbox"/>
	19	<input type="checkbox"/>	<input type="checkbox"/>
	20	<input type="checkbox"/>	<input type="checkbox"/>
	21	<input type="checkbox"/>	<input type="checkbox"/>
	22	<input type="checkbox"/>	<input type="checkbox"/>
	23	<input type="checkbox"/>	<input type="checkbox"/>
	24	<input type="checkbox"/>	<input type="checkbox"/>
	25	Additional observations	Additional observations
	26		
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score ___/26=___%	Stage 2 Score ___/16=___%	Stage 3 Score ___/16=___%

Test Items

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.

Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	1 dog	The dog likes bones.	CCC/CC	1 strong	I am strong.
	2 pen	Write your name in pen.	CCC/CC	2 thrust	She thrust her hands in her pockets.
	3 pit	I fell in the pit.	-ll	3 spill	Don't spill your milk.
	4 dam	The dam was full of water.	a-e	4 plate	Put your food on the plate.
	5 mop	Mop the floor.	i-e	5 spine	Your spine is your back.
Target 2	sh 6 dish	Put food on the dish.	ir	6 twirl	She loves to twirl and dance.
	ch 7 rich	The man is rich.	ow	7 elbow	He hurt his elbow.
	th 8 them	I want to go with them.	ew	8 chew	Chew your food!
	ck 9 sock	I have lost one sock.	oa	9 roast	Dad made roast for dinner.
	ee 10 feed	Feed your dog.	ou	10 ground	Put it on the ground.
	oo 11 shoot	Don't shoot the birds.	aw	11 lawn	I mowed the lawn.
	qu 12 quit	He quit ballet.	ea	12 cream	I love strawberries and cream.
Target 3 CCVC & CVCC	13 clap	The baby can clap.	ue	13 blue	My favourite colour is blue.
	14 twin	I have a twin sister.	ur	14 purse	Put your money in the purse.
	15 sold	Dad sold our house.	-y	15 sticky	Honey is sticky.
	16 lift	Lift me up.	kn	16 knee	I scratched my knee.
	17 went	I went to the shop.	Stage 3		
Target 4	ay 18 sway	The tree will sway in the wind.	dge	1 badge	He got the honour badge.
	ing 19 thing	What is that thing?	igh	2 delight	She squealed with delight.
	or 20 north	Go north.	tch	3 itchy	The bites are itchy.
	ar 21 chart	Put your name on the chart.	ph	4 trophy	I won a trophy.
	all 22 fall	The glass will fall.	ea	5 thread	Thread the needle.
	ai 23 paint	Mum will paint my room.	mb	6 crumb	The mouse ate the crumb.
	er 24 never	Never be rude.	gg	7 stagger	He walked with a stagger.
	oi 25 spoil	Mud will spoil your dress.	-ey	8 hockey	We play hockey.
	oy 26 enjoy	Enjoy your holidays.	ce	9 replace	Replace the batteries.
			air	10 dairy	I am allergic to dairy.
			ore	11 restore	Can you restore the program?
			-le	12 snuffle	I have a snuffle.
			-ge	13 plunge	Plunge into the pool.
			-or	14 inspector	The inspector found termites.
			qu	15 quaint	It is a quaint cottage.
			tion	16 fiction	I love to read fiction.

Present all of Stages 1, 2 and 3

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:
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Name: _____

Term: _____

Stage 1		Stage 2	Stage 3
Target 1 Score ___/5=___%	1		
	2		
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Target 2 Score ___/7=___%	6		
	7		
	8		
	9		
	10		
	11		
	12		
Target 3 Score ___/5=___%	13		
	14		
	15		
	16		
	17	Note the phonic concepts requiring further instruction	Note the phonic concepts requiring further instruction
Target 4 Score ___/9=___%	18	<input type="checkbox"/>	<input type="checkbox"/>
	19	<input type="checkbox"/>	<input type="checkbox"/>
	20	<input type="checkbox"/>	<input type="checkbox"/>
	21	<input type="checkbox"/>	<input type="checkbox"/>
	22	<input type="checkbox"/>	<input type="checkbox"/>
	23	<input type="checkbox"/>	<input type="checkbox"/>
	24	<input type="checkbox"/>	<input type="checkbox"/>
	25	Additional observations	Additional observations
	26		
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score ___/26=___%	Stage 2 Score ___/16=___%	Stage 3 Score ___/16=___%

Test Items

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.

Stage 1	Test Word	Test Word in a Sentence	Stage 2	Test Word	Test Word in a Sentence
Target 1 CVC	1 fog	It is a thick fog.	CCC/CC	1 strand	One strand of the rope is red.
	2 get	Get your hat.	CCC/CC	2 squint	I squint on a sunny day.
	3 pad	Write on the pad.	-zz	3 frizz	I prefer hair without frizz.
	4 sun	The sun is hot.	a-e	4 skate	He likes to skate.
	5 fit	He is fit due to exercises.	i-e	5 slime	There is slime in the pond.
Target 2	sh 6 shop	Go to the shop.	ir	6 squirm	Spiders make me squirm.
	ch 7 much	Do you have much money?	ow	7 shallow	The pool is very shallow.
	th 8 with	Can I come with you?	ew	8 grew	The seeds grew into big trees.
	ck 9 luck	I wish you good luck.	oa	9 coach	Our coach encourages us.
	ee 10 keep	You can keep it.	ou	10 around	There is a fence around the yard.
	oo 11 hook	Put a worm on the hook.	aw	11 straw	The little pig made a house of straw.
	qu 12 queen	The queen has a crown.	ea	12 reach	Can you reach the top?
Target 3 CCVC & CVCC	13 flag	The flag is flapping.	ue	13 true	Only say what is true.
	14 glad	I am glad you are here.	ur	14 nurse	The nurse looks after the sick people.
	15 soft	Feathers are soft.	-y	15 frosty	It is a frosty winter day.
	16 pond	The ducks swim in the pond.	kn	16 know	I know where you live.
	17 bank	Put your money in the bank.	Stage 3		
Target 4	ay 18 today	Today is a school day.	dge	1 pledge	A pledge is a promise.
	ing 19 cling	She will cling to her mum.	igh	2 bright	The sun is very bright.
	or 20 port	The ship sailed into port.	tch	3 stretch	Stretch before you exercise.
	ar 21 march	The soldiers march.	ph	4 dolphin	The dolphin eats fish.
	all 22 stall	I have a stall at the fair.	ea	5 breakfast	I have toast for breakfast.
	ai 23 brain	Your brain is amazing.	mb	6 thumb	He hit his thumb.
	er 24 winter	In winter it rains a lot.	nn	7 channel	Dad will change the channel.
	oi 25 joint	Grandad gets joint pain.	-ey	8 jockey	The jockey rode the horse.
	oy 26 boy	The boy can run.	ce	9 embrace	I saw mum and dad embrace.
			are	10 aware	I was not aware you were coming too.
			ore	11 ignore	Ignore the silly children.
			-le	12 scribble	My brother likes to scribble.
			-ge	13 hinge	The door hinge squeaks.
			-or	14 spectator	Mum enjoys being a spectator on sports day.
			qu	15 quarter	Come at a quarter past three.
			tion	16 option	You have the option to stay.

Present all of Stages 1, 2 and 3

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:

<https://pld-literacy.org/pld-catalogue-request/>

Name: _____

Term: _____

Stage 1		Stage 2	Stage 3
Target 1 Score ___/5=___%	1		
	2		
	3		
	4		
	5		
Target 2 Score ___/7=___%	6		
	7		
	8		
	9		
	10		
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	12		
Target 3 Score ___/5=___%	13		
	14		
	15		
	16		
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Target 4 Score ___/9=___%	18	<input type="checkbox"/>	<input type="checkbox"/>
	19	<input type="checkbox"/>	<input type="checkbox"/>
	20	<input type="checkbox"/>	<input type="checkbox"/>
	21	<input type="checkbox"/>	<input type="checkbox"/>
	22	<input type="checkbox"/>	<input type="checkbox"/>
	23	<input type="checkbox"/>	<input type="checkbox"/>
	24	<input type="checkbox"/>	<input type="checkbox"/>
	25	Additional observations	Additional observations
	26		
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score ___/26=___%	Stage 2 Score ___/16=___%	Stage 3 Score ___/16=___%

Test Items

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.

Stage 1	Test Word		Test Word in a Sentence	Stage 2	Test Word		Test Word in a Sentence
Target 1 CVC	1	log	Sit on the log.	CCC/CC	1	sprint	It was a fast sprint.
	2	yet	Have you done it yet?	CCC/CC	2	drench	The rain will drench you.
	3	pan	Put eggs in the pan.	-ff	3	scuff	You will scuff your shoes.
	4	nut	Crack the nut.	a-e	4	brave	He was very brave.
	5	win	I hope I win the race.	i-e	5	drive	Can you drive a car?
Target 2	sh	6	wish	ir	6	thirty	My mum is thirty years old.
	ch	7	chat	ow	7	throw	Throw the ball.
	th	8	then	ew	8	blew	He blew his nose.
	ck	9	rock	oa	9	soap	Wash your hands with soap.
	ee	10	seem	ou	10	amount	It is a large amount.
	oo	11	book	aw	11	prawn	I love prawn salad.
	qu	12	quiz	ea	12	dream	I had a bad dream.
Target 3 CCVC & CVCC		13	step	ue	13	glue	Stick it on with glue.
		14	grin	ur	14	burst	The balloon will burst.
		15	mint	-y	15	handy	A piece of string is very handy.
		16	hold	kn	16	knew	I knew the answer.
		17	crash				
Target 4	ay	18	stay	Stage 3	Test Word		Test Word in a Sentence
	ing	19	sting	dge	1	smudge	Don't smudge your work.
	or	20	torch	igh	2	mighty	It is a mighty river.
	ar	21	smart	tch	3	switch	Can I switch with you?
	all	22	ball	ph	4	emphasis	Use emphasis to show importance.
	ai	23	snail	ea	5	pleasant	It was a pleasant smell.
	er	24	number	bt	6	doubt	I doubt you are correct.
	oi	25	join	tt	7	kettle	Boil the kettle.
	oy	26	toy	-ey	8	turkey	We had turkey for dinner.
				ce	9	necklace	I have a new necklace.
				are	10	compare	Don't compare yourself to others.
				ore	11	explore	He liked to explore the bush.
				-le	12	sparkle	The gem stone began to sparkle.
				-ge	13	charge	They charge for entry to the show.
				-or	14	elevator	Take the elevator to the next floor.
				qu	15	require	You will require a ticket.
				tion	16	mention	She didn't mention your name.

Present all of Stages 1, 2 and 3

For students operating above this level, refer to the Year 2 or Year 3 Screening Manual online located at:

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Name: _____

Term: _____

Stage 1		Stage 2	Stage 3
Target 1 Score ___/5=___%	1		
	2		
	3		
	4		
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Target 2 Score ___/7=___%	6		
	7		
	8		
	9		
	10		
	11		
	12		
Target 3 Score ___/5=___%	13		
	14		
	15		
	16		
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Target 4 Score ___/9=___%	18	<input type="checkbox"/>	<input type="checkbox"/>
	19	<input type="checkbox"/>	<input type="checkbox"/>
	20	<input type="checkbox"/>	<input type="checkbox"/>
	21	<input type="checkbox"/>	<input type="checkbox"/>
	22	<input type="checkbox"/>	<input type="checkbox"/>
	23	<input type="checkbox"/>	<input type="checkbox"/>
	24	<input type="checkbox"/>	<input type="checkbox"/>
	25	Additional observations	Additional observations
	26		
When marking note the concepts requiring further instruction	Notes:		
	Stage 1 Score ___/26=___%	Stage 2 Score ___/16=___%	Stage 3 Score ___/16=___%

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First Edition 2020

ALTR - Year 2 Assessment Manual

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