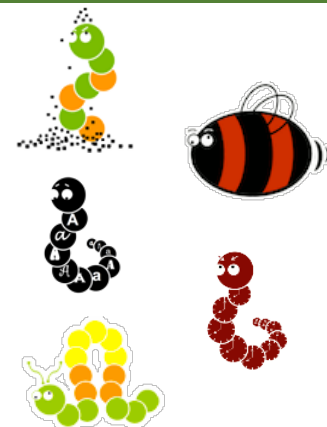




MOTIF TESTS



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OVERVIEW

- The Motif is a set of **literacy skill assessments** developed by Macquarie University.
- **PP - Year 7**
 - Cost: **free**
- **Several subtests** for different skills/purposes. These are administered **independently of each other**.
The most commonly used subtests (both with Australian norms / benchmark scores) are the Diagnostic Spelling Test – Nonwords (DiSTn) and Diagnostic Spelling Test – Sounds (DiSTs).
- **Online administration** and **automatic scoring** available (for free) for most tests through <https://www.motif.org.au/home/tests>
- Has **Australian norms / benchmarks** for most tests
- **Uses:**

✓ Tier 1	✓ Tier 2	✓ Tier 3	
✓ Screening for difficulties			✓ Goal setting
✓ Benchmarking/identifying students falling behind			✓ Planning
✓ Severity rating			✓ Pre-post progress monitoring
✓ Longitudinal data collection (across years)			✗ Frequent progress monitoring

See subtest summary for details about the specific uses of each subtest
- Can only be administered and scored by **teachers, researchers and health professionals**
(Anyone who has been trained to administer, score, and interpret assessments of cognition, such as reading, spelling and/or language).
- Average of **10-15m administration time** with an average of **10m scoring time** (*test specific though*)
- Can **administer tier 1 assessments as a group**, tier 2 & 3 assessments are administered individually.
- Score most tests after testing (not with the student there)
- Audio files of test words are available for several tests, as are video examples of tests being administered. These, together with testing materials can be accessed within each test's page
- Note – **'Kindergarten' in the MOTIF = WA Pre-primary**

ACCESSING THE ASSESSMENTS

- Download testing materials and access online tests at <https://www.motif.org.au/home/tests>

IMPORTANT: Users need to **register online and agree to the MOTIF terms of use** to download and use the MOTIF assessment materials. *It can take a few days for access to be granted, so make sure to register well before you want to test. Users can only be given access to the assessments requested by the user.*

SUMMARY OF MOTIF ASSESSMENTS

	Test (click to access) * = normed	Measure of...	WA age range	Time	Auto scoring? (online test available)	Tiers (RTI)			Phase of Assessment	Suitable for ...					Assess		Use with...
						T1	T2	T3		Goal setting	Longitudinal data	Progress monitoring	Narrowing down nature of difficulties	Diagnosis / severity rating	In group	Individually	
Sound/Letter Measures	DiSTs* <i>Diagnostic Spelling Test – Sounds</i>	Ability to hear a sound and write its corresponding grapheme	PP – Year 3	5min to test 5mins scoring	✓	✓	✓	✓	Initial	✓	✓	-	-	-	✓	✓	LeST
	LeST* : <i>Letter Sound Test</i>	Recognition of sound associated with a series of graphemes	PP- Year 3	-	✓	-	✓	✓	Follow up	✓		-	✓	-	-	✓	DiSTs
	LiDT : <i>Letter Identification Test</i>	Match upper and lowercase letters	N/A	-	✓	-	✓	✓	Follow up	✓		-	✓	-	-	✓	-
Encoding Measures	DiSTn* <i>Diagnostic Spelling Test – Nonwords</i>	Ability to spell nonwords	Year 1-7	10-15mins to test	-	✓	✓	✓	Initial	✓	✓	-	-	✓	✓	✓	DiRT
	DiSTi* : <i>Diagnostic Spelling Test – Irregular Words</i>	Ability to spell irregular words	Year 1-7	10-15mins scoring	✓	✓	✓	✓	Initial	✓	✓	-	-	✓	✓	✓	CC2
	TOC* : <i>Test of Orthographic Choice</i>	Ability to recognise the accurate spelling for a given word	Year 1-6	10mins to test 5mins scoring	-	✓	✓	✓	Follow up	✓	✓	-	-	-	✓	✓	DiSTn DiSTi
Decoding Measures	CC2* : <i>Castles and Coltheart 2</i>	Single word regular, irregular and nonword reading	Year 1-6	10mins to test 5mins scoring	✓	-	✓	✓	Initial	✓		✓	-	-	-	✓	TERC DiSTi
	TERC* : <i>Test of Everyday Reading Comprehension</i>	Ability to read everyday materials (signs, invites, etc.)	Year 1-6	25min to test 5-10mins analysis	✓	-	-	✓	Initial	-		✓	-	-	-	✓	CC2
	DiRT : <i>Diagnostic Reading Test</i>	Ability to read nonwords	Any	15-20mins to test 10-15mins analysis	-	-	✓	✓	Follow up	✓	✓	-	-	-	-	✓	DiSTn
	LetPos* : <i>Letter Position Test</i>	Ability to assign positions to letters (read migratable words). <i>Screener for Letter Position Dyslexia</i>	Year 2-6	-	-	-	-	✓	Follow up	-		-	✓	-	-	✓	-

LANGUAGE ASSESSMENTS OVERVIEW

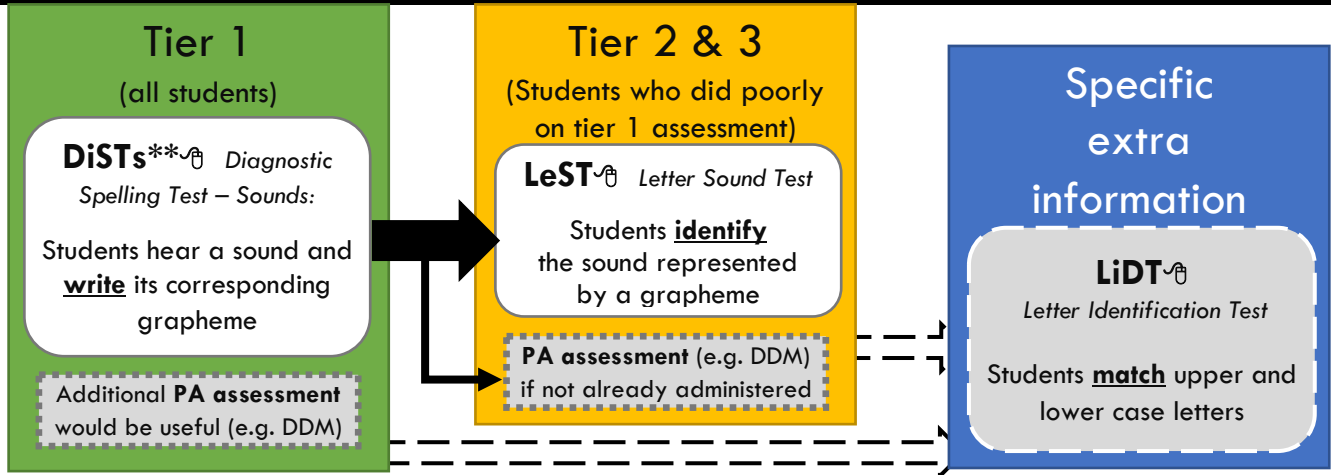
MOTIF TESTS

TESTING ORDER

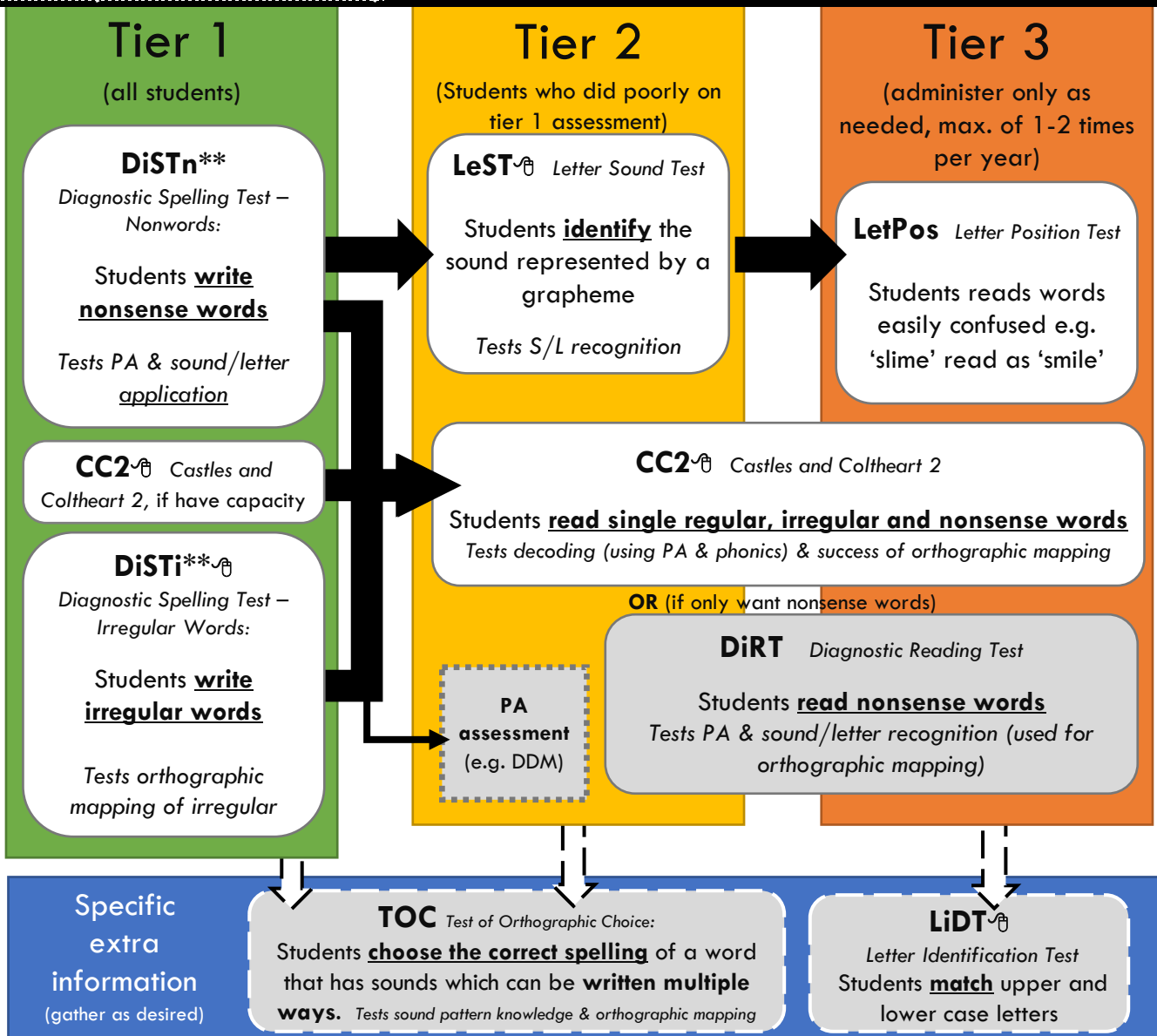
The MOTIF assessments can be used in a number of ways. These are examples of the MOTIF tests used across various level of students (black arrows indicate tests to administer if students did poorly on the previous one).

** = can be administered in a group setting; other tests need to be administered individually. ☺ = online scoring available

PRE-PRIMARY (SOUND/LETTER KNOWLEDGE)



YEAR 1+ (ENCODING & DECODING)



LANGUAGE ASSESSMENTS OVERVIEW

MOTIF TESTS

SCORING & INTERPRETING SCORES

SCORE OVERVIEW

The MOTIF assessments give 3 main score types: raw scores, percentiles and z-scores.

Raw Score

- This is the raw count of how **many items a student got correct**.
- This can be used for pre-post comparisons.

Percentiles:

- Also known as percentile rank or percentile scores
- Percentile scores show **students' rank in comparison to other students of the same age**. Percentile scores indicate the percentage of students who scored less than that student.
- E.g. If a student has a percentile rank of 75, it means that the student did better than 75% of other students their age.

Note, comparisons are made to students in the test's normative sample, not other students in the class.

Z-Scores

- Otherwise known as 'standard scores'
- Z-Scores tell us **how far away from the group mean a raw score is** (note, the 'mean' used is the 'normative' research sample's mean). This helps **compare student performance in a fair way**.
- Can be used for pre-post comparisons.

Technical information:

- A z-score is a standard score with a **mean of 0 and a standard deviation of 1**.
- **Mean** is the average of scores and in the very centre of a plotted graph of scores.
- **Standard deviation** is a way of dividing up the standard scores. Standard deviation is a mathematical way of grouping people together based on how much variance there is in the set of scores.

CALCULATING Z-SCORES AND PERCENTILES

If using the online testing interface for testing, these scores get automatically calculated for you.

- Most MOTIF tests have a set of **tables** which are used to convert a student's raw score into a z-score and percentile. These tables are age specific – make sure you use the relevant one for that student.
- Make sure **you know the student's date of birth** and the date of testing, so that their age in years and months can be accurately calculated.

Tip: Calculate age in years and months manually or at <https://www.pearsonclinical.com.au/agecalculator>

Steps to calculating:

1. Find the table of norms relevant for the student's age
2. Find the student's raw score to the left of the table(s)
3. Look across the columns to see the student's corresponding z-score and percentile
4. Interpret the data (see table above for z-score meanings). *Note, some tables are shaded to show the average, above/below average and well above/below average ranges.*

INTERPRETING Z-SCORES AND PERCENTILES:

Z-score	Percentile	What it means
More than 2	More than 98	Well above average
1 to 2	85-98	Above average
1 to -1	16-84	Average range (0= absolute average)
-1 to -2	3-15	Below average
Lower than -2	Less than 3	Well below average

LANGUAGE ASSESSMENTS OVERVIEW

MOTIF TESTS

OTHER USEFUL INFORMATION

ONLINE TESTING AND SCORING

- Where **online testing and scoring is available, use these over paper tests.**
 - Scoring and norm comparisons (z score calculations etc.) gets **done automatically** and so this method **saves a lot of time**. Itemised reports, summary reports and details statistics are also automatically generated for each student's test.
 - Paper student stimuli generally don't need to be prepared **saving time and resources**.
 - Student data is also **stored securely** through the Macquarie Online Test Interface which ensures student **data is not lost** and makes it easy to **see at a glance** which assessments have been administered to various students and when these took place.
- **If another person is testing (online) on behalf of the classroom teacher**, they need to use the classroom teacher's login to test and record students' responses. Student data cannot be 'transferred' from one educator's login to another's.
- Automatically generated student scores and analysis scores (e.g. z scores) can be entered into **NEMLDC data spreadsheets** to perform across class comparisons.

PREPARING PAPER TESTING MATERIALS

- For most tests you download only **one PDF file** which has **all required testing materials in it**, including instructions, scoring forms, student stimuli and norms for comparison/benchmarking.
See page 6 for a breakdown of what can be found on the various pages within each test
- In some testing materials pdfs, the student stimuli (e.g. words to read) has been set up to print in a particular specific – make sure to follow the printing instructions if they are provided.

FREQUENCY OF TESTING

- The MOTIF assessments were designed to be administered once per year, however can be administered within **6 months from initial assessment** if needed.

LANGUAGE ASSESSMENTS OVERVIEW

MOTIF TESTS

USEFUL PAGES IN TESTING MATERIALS



DIAGNOSTIC SPELLING TEST – SOUNDS (DiSTs)

PDF 1: all materials

- **p1-2: Instructions**
- p3: Scoring instructions
- **p4-5: Comparison data** (use table 2 to identify significantly low scores – any score lower than the ‘critically low scores’ listed)
- **p7-8: Student response sheet**
- **p9: Scoring sheet + test instructions**



DIAGNOSTIC SPELLING TEST FOR IRREGULAR WORDS (DiSTi)

PDF 1: all materials

- p1: General information about the test
- p2: Printing instructions
- **p3-4: Testing instructions**
- **p5-6: Student answer sheet**
- p7: Scoring instructions
- **p9-10: Scoring sheet**
- **p13-14: Comparison data** (use to convert raw scores into z-scores and percentiles)



DIAGNOSTIC SPELLING TEST – NONWORDS (DiSTn)

PDF 1: all materials

- p1: General information about the test
- p2: Printing instructions
- **p3-4: Testing instructions**
- **p5-6: Student answer sheet**
- p7-8: Scoring instructions
- **p9-10: Scoring sheet**
- **p11-15: Analysis sheets and instructions**
- **p17-20: Comparison data** (use to convert raw scores into z-scores and percentiles)



CASTLES AND COLTHEART 2 (CC2)

PDF 1: all materials

- p1: Printing instructions
- **p3: Instructions sheet**
- **p5-8: Scoring sheet** (also as a separate PDF - PDF 2)
- p9-88: Stimuli (word cards for students to read)
- p89: Scoring instructions
- **P91-101: Norms tables** (use to convert raw scores into z-scores and percentiles)

LANGUAGE ASSESSMENTS OVERVIEW

MOTIF TESTS



LETTER SOUND TEST (LEST)

PDF 1: all materials except word cards

- **p1: Administration instructions**
- p2: Printing instructions
- **p3-4: Scoring form (with task instructions)**
- p5: Scoring instructions
- **p6-7: Norms tables by year group** (use to convert raw scores into z-scores and percentiles)
- **p8-9: Norms tables by year & month age** (use to convert raw scores into z-scores and percentiles)
- **p12-16: Student stimulus book**



DIAGNOSTIC READING TEST FOR NONWORDS (DIRT)

PDF 1: all materials except word cards

- **p1-2: Administration instructions**
- p2: Scoring instructions
- **p3-5: Scoring sheet**
- p6-8: Error analysis guide

PDF 2: word cards



LETTER IDENTIFICATION TEST (LIDT)

PDF 1: all materials

- p1: General test information & instructions
- **p2: Administration instructions**
- **p3-4: Student stimuli & score form**



TEST OF ORTHOGRAPHIC CHOICE (TOC)

PDF 1: all materials

- p1: General test information & printing instructions
- **p2: Administration instructions**
- **p3-4: Student stimuli & scoring form**
- p5-6: Scoring instructions & correct answers
- **p8: Norms tables** (use to convert raw scores into z-scores and percentiles)



LETTER POSITION TEST (LETPOS)

PDF 1: all materials

- p1: General test information & printing instructions
- **p2-3: Administration & scoring instructions**
- **p5-6: Student stimuli**
- **p7-8: Scoring & analysis sheet**
- p9-10: Error classification guide
- **p11-20: Norms tables & information** (use to convert raw scores into z-scores and percentiles)