

NEMLDC OUTREACH ASSESSMENT RECOMMENDATIONS

IMPORTANT INFORMATION:

This document outlines the primary assessments the NEMLDC Outreach Service usually recommends to schools. The Service has reviewed a large number of assessments, and chosen a selection which are research based. The Service has prioritised recommending assessments which are easily accessible, practically viable for educators and psychometrically sound (that is, the assessment design and analysis of student data has been scientifically tested and verified).

Where assessments are available which have some level of norming, benchmarking or comparison data, these are recommended over screens with no such research backing.

There are many other assessments available which can be used to assess students with language difficulties. This list outlines the main starting point which the NEMLDC Outreach usually recommends to schools (in addition to On Entry for PPs). This document should not however replace a conversation with the Outreach to select tools tailored to each specific context and situation.

For information and documentation about the NEMLDC Outreach Services' evaluation of assessments and recommendations, please speak to an Outreach Team member on 9218 1600.

DOCUMENT TERMINOLOGY:

- *Benchmarking: Determining where a child sits in relation to other children*
- *Progress monitoring: Used for tracking progress – usually involves regularly assessment*
- *Tier 1: whole class level*
- *Tier 2 & Tier 3: small group and individual intervention levels*

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TIER 1 – 3 ASSESSMENTS

INTEGRATED LANGUAGE ASSESSMENTS

BRIGHTPATH

OVERVIEW

- Assesses language use – can be analysed for **text structure use, grammar and vocabulary use**.
- Useful for **goal setting & progress monitoring**
- Suitable for **tiers 1, 2 & 3 assessment**
- Provides teachers with a tool to track and assess “millimetres” of progress
- Teachers judge student work against **example samples**
- Students are plotted onto a **ruler & given a numeric score**
- Tracks students **across schools**
- Allows for **within & between school comparisons**
- Scores correspond to **academic grades & projected NAPLAN results**
- Covers many oral and written genres. Oral assessments are:
 - Oral recount
 - Oral narrative (narrative generation from a picture book)
- Analysis: Compare to BrightPath samples & plot on ruler
- Data analysis spreadsheet available from the NEMLDC Outreach Service

NARRATIVE LANGUAGE MEASURES (NLM)

– PART OF THE CUBED ASSESSMENT

OVERVIEW:

- Uses personal-themed narratives to assess:
 - **Oral language** (expression and comprehension, particularly of text structure, with some assessment of grammar & vocabulary). *Through the NLM-Listening*
 - **Reading measures:** reading comprehension and decoding fluency. *Through the NLM-Reading*
- **Free.** Download from https://www.languagedynamicsgroup.com/products/cubed/cubed_download/
- **Kindy – Year 3**
- Suitable for **tiers 1, 2 & 3 assessment**
- Useful for **identification of difficulties, benchmarking, progress tracking** as well as **goalsetting**.
- **‘Benchmarked’** based on months of schooling. Validity & reliability data are available.
- Can be administered by **teachers and trained EAs**
- **Approx. 10 min administration & scoring time** (once practised at tool use)
- **Fast** administration & scoring (5-10mins)
- Data analysis spreadsheets available from the NEMLDC Outreach Service
- Part of a bigger assessment kit (the CUBED assessment) which has 3 parts: NLM Listening (NLM-L) – oral language assessment; NLM Reading (NLM-R) – decoding assessment; Dynamic Decoding Measures (DDM) – pre-literacy skills assessment.

[Click here for detailed information about the NLM-L & NLM-R](#)

TIER 1 – 3 ASSESSMENTS

ASSESSMENTS OF LITERACY FOUNDATIONS

DYNAMIC DECODING MEASURES (DDM) – PART OF THE CUBED ASSESSMENT

OVERVIEW:

- **Assesses decoding and decoding related skills:**
 - **Phonemic awareness** (oral blending and segmenting)
 - **Sound/letter recognition** (sounds and letter names)
 - **Irregular word reading** (word identification)
 - **Nonsense word reading** (word identification)
- **Free.** Download from https://www.languagedynamicsgroup.com/products/cubed/cubed_download/
- **Kindy – Year 3**
- Useful for **identification of difficulties, benchmarking, progress tracking** as well as **goalsetting**.
- **‘Benchmarked’** based on months of schooling. Validity & reliability data are available.
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[Click here for detailed information about the DDM](#)

DIBELS 8TH EDITION

OVERVIEW

- **Areas assessed directly:**
 - ✓ **PA – phoneme segmenting** (‘phonemic segmentation’)
 - ✓ **Sound/letter mapping** (‘letter naming fluency’) & **letter naming** (‘letter naming fluency’)
 - ✓ **Decoding**
 - nonsense words (CVCe, CVC, CCVCy, 2 syllable words) – ‘nonsense word fluency’
 - (single) word reading fluency (1-3 syllable words)
 - Oral reading fluency (text)
- **FREE** download from <https://dibels.uoregon.edu/assessment/index/materialdownload?agree=true>
- **PP-Year 8**
- **Progress monitoring & benchmarking**
- *Subtests are timed
- The DIBELS is often used in research

TIER 1 – 3 ASSESSMENTS

MOTIF ASSESSMENTS

Overview:

- **FREE.** Download from <https://www.motif.org.au/home/tests>
- **PP – Year 6** (depending on the test)
- Useful for **identifying difficulties, benchmarking, progress monitoring & goal setting** (depending on the assessment used)
- Assessments developed by Macquarie University – often used in research

Tier 1-3 MOTIF assessments overview:

Test	What it Assesses	Normed / Not
The Diagnostic Spelling Test – Sounds (DiSTs)	Ability to hear a sound and write its corresponding grapheme	✓ Normed
Diagnostic Spelling Test – Nonwords (DiSTn)	Ability to spell nonwords	✓ Normed
Diagnostic Spelling Test – Irregular Words (DiSTi)	Ability to spell irregular words	✓ Normed
Test of Orthographic Choice (TOC)	Ability to recognise the accurate spelling for a given target	✓ Normed

[For more information about the MOTIF assessments, click here](#)

PHONICS SCREENING CHECK (UK)

Overview:

- Assesses real and non-word reading - these are measures of students' **phonological awareness and phonics skills**
- **FREE.** Download from <https://www.gov.uk/government/publications/phonics-screening-check-sample-materials-and-training-video>
- Quick screen – useful for **identification of difficulties**, less so for planning
- Aimed at **Year 1 students**, but could be used with older students to broadly identify phonics difficulties.
- **Quick** administration & scoring (approx. 5-10mins)

PROGRAM SPECIFIC PHONICS ASSESSMENTS

Where schools are using a particular phonics program, it is suggested that the school use the phonics assessments which correspond to that particular program for progress monitoring and goalsetting.

TIER 2 & 3 ASSESSMENTS

ASSESSMENTS OF LITERACY FOUNDATIONS

MOTIF ASSESSMENTS

Overview:

- **FREE.** Download from <https://www.motif.org.au/home/tests>
- **Year 1 – Year 7** (depending on the test)
- Useful for **identifying difficulties, benchmarking, progress monitoring & goal setting** (depending on the assessment used)
- Assessments developed by Macquarie University – often used in research

Tier 2/3 MOTIF assessments overview:

Test	What it Assesses	Normed / Not
▪ The Letter Sound Test (LeST)	Recognition of sound associated with a series of graphemes	✓ Normed
▪ Letter Identification Test (LIDT)	Match upper and lowercase letters	Not normed
▪ The Castles and Coltheart 2 (CC2)	Single word regular, irregular and nonword reading	✓ Normed
▪ Test of Everyday Reading Comprehension (TERC*)	Ability to read everyday materials (signs, invites, etc.)	✓ Normed
▪ Diagnostic Reading Test (DiRT)	Ability to read nonwords	Not normed
▪ The Letter Position Test (LetPos)	Ability to assign positions to letters (read migratable words) <i> Screener for Letter Position Dyslexia</i>	✓ Normed

[For more information about the MOTIF assessments, click here](#)

SUTHERLAND PHONOLOGICAL AWARENESS TEST – REVISED (SPAT-R)

Overview:

- **Assesses:**
 - **Phonological awareness:**
 - **Syllables:** Syllable counting
 - **Rhyme:** Rhyme detection & production;
 - **Phonemes:** Blending & segmenting CVC & CCVC words; first & last sound identification; Deleting sounds
 - **Decoding** (nonwords)
 - **Encoding** (nonwords)
- **Needs to be purchased.** Approx ~ \$200. Purchase from <https://shop.acer.edu.au/sutherland-phonological-awareness-test-revised-spat-r>
- **PP – Year 3**
- **Norm referenced**
- Useful for screening for **difficulties, benchmarking, progress monitoring & goal setting**
- **Relatively quick:** administration approx. 10-15mins + analysis approx. 5-10mins

TIER 2 & 3 ASSESSMENTS

DETAILED GRAMMAR & TEXT STRUCTURE ASSESSMENT

MONITORING INDICATORS OF SCHOLARLY LANGUAGE (MISL)

- Research based oral narrative rating rubric: macro & microstructure (Gillam & Gillam, 2010; 2017) - Analyses **text structure & grammar**

- Free.** Access original rubrics from Gillam & Gillam (2010), or utilise adapted rubrics from the NEMLDC Outreach Service

- Suitable for **tiers 2 & 3 assessment**
- Suitable for students **ages 5;7 – 9;9**
- Scores correlate well to other standardised narrative tests.
- 0= feature absent, 3 points = well included

- Requires some knowledge / training to utilise**
- Can be used to analyse samples electronically (SALT)
- Data analysis spreadsheets available from the NEMLDC Outreach Service

MICROSTRUCTURE ASSESSMENT RUBRIC
ADAPTED FROM MONITORING INDICATORS OF SCHOLARLY LANGUAGE, GILLAM & GILLAM (2010)

Student Name	Assessment Date	Pre	Post
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Mark the rubric (e.g. highlight in different colours) to track student progress and set targets for microstructure from narrative samples.

Microstructures	Descriptions & Examples			
Coordinating Conjunctions FANBOYS (for, and, nor, but, or, yet, so) Can coordinate nouns, verbs, or clauses.	0 No coordinating conjunctions	1 One coordinating conjunction used in story. The girl was afraid <u>and</u> the boy ran away as fast as he could.	2 Two <u>different</u> coordinating conjunctions used in story. John walked to the store <u>but</u> it was closed, <u>so</u> he went home.	3 Three or more <u>different</u> coordinating conjunctions used in story. Sally ran home <u>but</u> her mum wasn't there, <u>so</u> she turned around <u>and</u> went back to the park.
Subordinating Conjunctions (e.g. when, while, because, if, until, after, since, so that, although, unless, before, whether, though, whenever) Must join two clauses.	0 No subordinating conjunctions	1 One subordinating conjunction used in the story. When the aliens landed the girl ran.	2 Two <u>different</u> subordinating conjunctions used in the story. The girl saw the aliens <u>while</u> she was playing in the park. She ran home <u>because</u> she was afraid.	3 Three or more <u>different</u> subordinating conjunctions used in the story. <u>After</u> the aliens landed, they walked out of the spaceship. John said, "If they have ray guns they will kill us." Sally said, "I don't think they do <u>since</u> they look so nice."
Mental verbs (e.g. decided, thought, worried, hoped, forgot, liked, felt, knew, planned, imagined, believed, recognised, considered)	0 No mental verbs	1 One mental verb. The boy <u>thought</u> it was hot.	2 Two <u>different</u> mental verbs explicitly stated. He <u>decided</u> to go and meet the aliens. He <u>planned</u> to get to them.	3 Three or more <u>different</u> mental verbs explicitly stated. He <u>decided</u> to go and meet the aliens. The girl <u>thought</u> he was brave and he <u>wanted</u> to see that way.
Linguistic verbs (e.g. said, told, yelled, replied, whispered, answered, called, wrote, shouted)	0 No linguistic verbs	1 One linguistic verb. The boy <u>said</u> "NO!"	2 Two <u>different</u> linguistic verbs explicitly stated. The boy <u>said</u> "no," and the girl <u>yelled</u> "stop!"	3 Three or more <u>different</u> linguistic verbs explicitly stated. The girl <u>said</u> "he was brave. He <u>said</u> "thanks," and she <u>replied</u> , "you are welcome."

INFERENTIAL COMPREHENSION IN NARRATIVE

SQUIRREL STORY

- The Squirrel story, like many other narrative assessments probes students': **text structure use, grammar and vocabulary use.**
- The Narrative Comprehension Assessment (NCA) which goes alongside the Squirrel Story, assesses students **literal and inferential comprehension** (answering questions)
- Aimed at **3;0 to 6;0 year old students**
- Story needs to be purchased** ~ \$70 for the physical copy via Black Sheep Press or ~\$25 for the app
 - Narrative Comprehension Assessment (NCA) form is free:** Download from <https://www.blacksheepress.co.uk/product/squirrel-story-narrative-comprehension-assessment-nca/>
- NCA was developed through **WA based doctoral research**



VOCABULARY ASSESSMENT

NUMBER OF DIFFERENT WORDS

- Free**
- Valid** measure of vocabulary diversity – useful for showing growth
- Analyse text samples using <https://wordcounttools.com/>
- [Click here](#) for more information & instructions
- Data analysis spreadsheets available from the NEMLDC Outreach Service

IDENTIFYING LANGUAGE IMPAIRMENT

GRAMMAR AND PHONOLOGY SCREEN (GAPS)

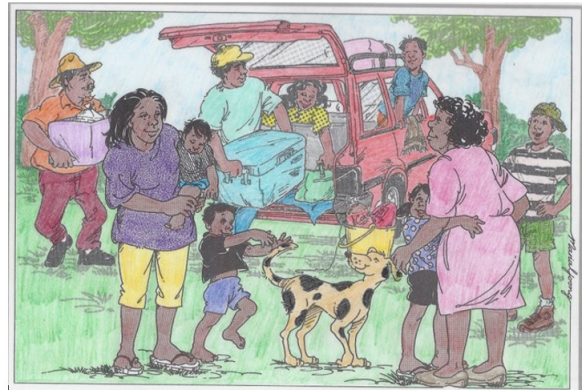
- Test for screening grammatical and phonological abilities through **sentence repetition & nonword repetition** (good predictors of language impairment) - particularly useful for EAL/D students.
- **Quick** (~ 10 minutes)
- **Norms** available for students aged 3;4-6;8
- Can be administered by **teachers, education assistants, parents**
- The GAPS can be downloaded for free at: <http://www.hvdl.org.uk/2020/01/03/gaps-grammar-and-phonology-screening/>. Alternatively, paper copies can be **loaned or purchased** from the NEMLDC Outreach Service

This assessment alone is insufficient to identify language impairment. Additional assessment probing students' language skills need to be administered to form a complete picture of the students' profile.

CULTURALLY APPROPRIATE ASSESSMENTS

FOOTBALL STORY – FOR ABORIGINAL STUDENTS

- The Football Story is a **culturally appropriate** assessment of **oral storytelling and understanding** for **Aboriginal Students**.
 - Research has found that Aboriginal students produce longer and more detailed narratives and score better on comprehension questions when using the Football Story as compared to a less culturally appropriate assessment like the Kite Story.
- Tool developed for **sampling and profiling oral language skills** (at Tier 1, 2 or 3) to identify needs and track development but not for comparing to norms or benchmarks.
- Useful for **K –Year 3 students**
- It is a parallel story to the Kite Story – part of Time for Talk, a DOE resource
- Approx **10mins administration**
- Download the Footy Story (& the Kite Story) at: <http://northeastldc.wa.edu.au/football-story/>



SUMMARY TABLES

Assessment Name	Cost	Levels of Assessment			Suitable for						Type of assessment
		Tier 1	Tier 2	Tier 3	Identifying strengths & weaknesses	Goalsetting	Diagnosis / benchmark	Pre-post data	Regular progress monitoring	Longitudinal progress monitoring	CR = Criterion referenced; QN = Quasi normed / benchmarked; NS: Normed & standardised
BrightPath	Purchase	✓	✓	✓	✓	✓		✓		✓	CR
DDM (Dynamic Decoding Measures)	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
DIBELS 8th Ed: Full Assessment	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
DIBELS 8th Ed: Letter Naming Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
DIBELS 8th Ed: Nonsense Word Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
DIBELS 8th Ed: Nonsense Word Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
DIBELS 8th Ed: Oral Reading Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
DIBELS 8th Ed: Phonemic Segmentation subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
DIBELS 8th Ed: Word Reading Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
Football Story	Free	✓	✓	✓	✓	✓					CR
MOTIF: DiSTi (Diagnostic Spelling Test – Irregular Words)	Free	✓	✓	✓	✓	✓	✓	✓			NS
MOTIF: DiSTn (Diagnostic Spelling Test – Nonwords)	Free	✓	✓	✓	✓	✓	✓	✓		✓	NS
MOTIF: DiSTs (Diagnostic Spelling Test-Sounds)	Free	✓	✓	✓	✓	✓		✓			NS
MOTIF: TOC (Test of Orthographic Choices)	Free	✓	✓	✓	✓	✓	✓	✓		✓	NS
NLM-L (Narrative Language Measures - Listening)	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
NLM-R (Narrative Language Measures - Reading)	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	QN
Phonics Screening Check (UK)	Free	✓	✓		✓		✓				CR
GAPS (Grammar and Phonology Test)	Loan			✓			✓				NS
MISL (Monitoring Indicators of Scholarly Language)	Free		✓	✓	✓	✓		✓			CR
MOTIF: CC2 (The Castles and Coltheart 2)	Free		✓	✓	✓	✓		✓			NS
MOTIF: DiRT (Diagnostic Reading Test)	Free		✓	✓	✓	✓		✓			NS
MOTIF: LeST (The Letter Sound Test)	Free		✓	✓	✓	✓		✓			NS
Number of Different Words	Free		✓	✓				✓			CR
SPAT-R (Sutherland Phonological Awareness Test – Revised)	Purchase		✓	✓	✓	✓	✓	✓			NS
Squirrel Story	Purchase		✓	✓	✓	✓		✓			CR

Assessment name	Areas Assessed																									
	PA			Sound/ Letter			Application of Phonics				Text level Literacy			Expression				Comprehension					Working Memory			
	Syllables	Rhyme	Phonemic awareness	Identifying letter sounds	Representing sounds	Identifying letter names	Real word spelling	Nonsense word spelling	Real word decoding	Nonword decoding	Writing	Decoding Fluency	Understanding	Text structure	Grammar	Vocabulary	Semantic Organisation	Text structure	Grammar	Vocabulary	Following directions / instructions	Answering questions	Inference	Nonword repetition	Sentence repetition	
BrightPath										✓			✓	✓	✓											
DDM (Dynamic Decoding Measures)			✓	✓		✓		✓	✓																	
DIBELS 8th Ed: Full Assessment			✓	✓		✓		✓	✓			✓														
DIBELS 8th Ed: Letter Naming Fluency subtests				✓		✓																				
DIBELS 8th Ed: Nonsense Word Fluency subtests													✓													
DIBELS 8th Ed: Nonsense Word Fluency subtests													✓													
DIBELS 8th Ed: Oral Reading Fluency subtests												✓														
DIBELS 8th Ed: Phonemic Segmentation subtests			✓																							
DIBELS 8th Ed: Word Reading Fluency subtests									✓																	
Football Story													✓	✓	✓		✓					✓	✓			
MOTIF: DiSTi (Diag. Spelling Test – Irregular Words)							✓																			
MOTIF: DiSTn (Diagnostic Spelling Test – Nonwords)								✓																		
MOTIF: DiSTs (Diagnostic Spelling Test-Sounds)				✓																						
MOTIF: TOC (Test of Orthographic Choices)							✓																			
NLM-L (Narrative Language Measures - Listening)													✓	✓	✓		✓		✓							
NLM-R (Narrative Language Measures - Reading)												✓		✓	✓	✓	✓									
Phonics Screening Check (UK)									✓	✓																
GAPS (Grammar and Phonology Test)																								✓	✓	
MISL (Monitoring Indicators of Scholarly Language)														✓												
MOTIF: CC2 (The Castles and Colheart 2)									✓	✓																
MOTIF: DiRT (Diagnostic Reading Test)																										
MOTIF: LeST (The Letter Sound Test)					✓																					
Number of Different Words																✓										
SPAT-R (Sutherland PA Test - Revised)	✓	✓	✓						✓	✓																
Squirrel Story													✓	✓	✓		✓					✓	✓			

