OLA
(Oral Language Assessment)
TOOLKIT

Assessment Introduction Excerpt

For the full OLA please contact the NEMLDC Outreach Service

KOLA

Kindergarten Oral Language Assessment

POLA

Pre-primary Oral Language Assessment

YOLA

Year 1 & 2 Oral Language Assessment

Contents

For the KOLA (Kindy specific), POLA (PP specific) & YOLA (year 1 & 2 specific) parts of the OLA, please contact the NEMLDC Outreach Service

IMPORTANT INFORMATION

This document outlines the assessments suites the NEMLDC Outreach Service 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 document 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 9275 5511.

Chapter 1 Introduction
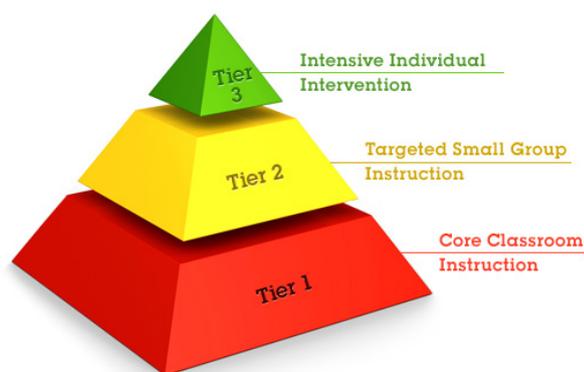
Key Document Terminology

- **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 and Tier 3**: small group and individual intervention levels

Using Data in Schools

Response to Intervention model

The Response to Intervention Model is effective and cost efficient approach to supporting all students, especially at risk and struggling students. This approach relies heavily on high quality data being collected and used to guide support:

- **Tier 1 – whole class:** All students are taught using **best practice, research based instructional methods.** This ensures that **all students receive high quality instruction,** minimises the risk of 'instructional casualties' and thus **reduces the number of students needing extra support.**

- **Tier 2 – intervention:** Any student who shows up on **standardised or benchmarked assessments** as having difficulty learning receives **additional, targeted** support in a **small group.**
  Note, this is different from small groups within the classroom as part of whole class instruction – tier 2 support is in <u>addition</u> to differentiated class instruction which all students are likely to receive)

RTI (Response To Intervention)
3 Tiers of Support

Image from
https://www.spelfabet.com.au/2013/03/response-to-intervention/

- **Tier 3 – individual intervention:** Students who do not make adequate progress in tier 2 intervention (as measured through regular and effective assessment) receive additional targeted, **1:1 intervention** carefully targeting their specific areas of difficulty. This intervention is **high intensity** and is often planned or delivered by **health professionals or highly trained education staff.**

To find out more about the Response to Intervention Model, go to
https://rti4success.org/resource/essential-components-rti-closer-look-response-intervention and
https://www.readingrockets.org/article/what-thing-called-rti

ASSESSMENT OVERVIEW

What is your why?

Assessment should be driven by a clear reason for assessing with the tools used to assess achieving the set out purposes. Assessment should not be conducted for assessment's sake – where assessment data does not have a clear use or purpose, the use of that assessment should be re-evaluated.

Educators are often time poor, and so where it is possible to **achieve multiple assessment goals with the same assessment tools,** this is recommended.

BROAD PURPOSES FOR ASSESSMENT INCLUDE:

- **Goal setting and planning:** identifying students' strengths and weaknesses, then from that setting student goals which guides teaching practice.

- **Identifying student performance level**
  - **Identifying difficulties** – identifying students and focus areas that may need support

  - **Benchmarking/identifying students falling behind** – Identifying how students' performance compares to others of their own age – this allows for students needing tier 2/3 support to be objectively identified. *Benchmarking can also be useful for showing change over time.*

  - **Severity rating** – ascertaining how significant a student's difficulties are. This is often done by comparing the student's performance to others of their age. *Severity rating may help shape decisions about the provision of further support and can be useful for showing change over time.*

- **Showing change**
  - **Pre-post progress monitoring** – Showing the change in student performance from before instruction/intervention to after instruction/intervention. *Often this is at the start and end of a year.*

  - **Frequent progress monitoring** – Regularly (i.e. multiple times per term) evaluating students' performance. *This is essentials for students receiving additional tier 2/3 support.*

  - **Longitudinal data collection (across years)** – Showing students' progress on the same skills set / assessment across several years. *This is useful from a whole school perspective to evaluate the effectiveness of teaching practices.*

TARGET SKILLS

When selecting assessments, schools should consider the **outcome** they wish to evaluate (e.g. speaking, listening, reading, spelling) and then choose assessments which **assess the constituent skills** of those outcomes. These are broadly:

Language (outcome – speaking and listening):
- **Text structure** – understanding and use of text structure
- **Grammar**
- **Vocabulary** and word knowledge

Literacy foundations:
- **Phonological awareness** – particularly blending and segmenting, of sounds and syllables
- **Phonics** – sound/letter knowledge, word level application to reading (decoding) and writing (encoding), text level application.

See chapter 2, page 8 for more information on types of assessments -criterion referenced, benchmarked & normed

Toolkit Overview

Parts of the OLA

The **Oral Language Assessment (OLA)** Toolkit is the suite of assessments the NEMLDC Outreach recommends schools use to assess oral language and literacy foundations. The toolkit is broken down into 3 age specific toolkits:

- the **Kindergarten Oral Language Assessment (KOLA)** toolkit
- the **Pre-primary Oral Language Assessment (POLA)** toolkit
- and the **Year 1 and 2 Oral Language Assessment (YOLA)** toolkit

OLA

| **KOLA** (Kindy) | **POLA** (PP) | **YOLA** (Y1 & Y2) |
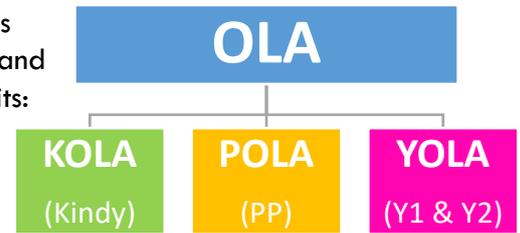
Each toolkit consists of a number of **free or easily accessible assessments.** Further information and supporting materials can be gained about each assessment within the OLA here.

- **Suites:** Each of the OLA toolkits have been broken down into 2 sections focussing on different sets of oral language skills: a **language assessment suite** and **literacy foundation assessment suite.** It is strongly recommended that schools have robust assessments in place to cover both of these areas.

- **Assessment scenarios:** Within each toolkit a number of example **'assessment scenarios'** are provided. This is because choosing one assessment impacts which other assessments are then also chosen (e.g. if an assessment that covers PA is selected, it lessens the need for a phonics assessment to incorporate pure PA).

Using the OLA

- The OLA toolkits are **recommendations only** – schools **do not have to** follow recommendations as they are. Schools are free to incorporate their own assessments and needs into their final assessment plans, as well **as mix and match** within the OLA toolkits.

- Within each toolkit there are sometimes **multiple tools which serve similar purposes – educators do not need to administer them all,** rather select and use only the tools which best suits their needs and context.

- The OLA is framed within the **3 tiers of the RTI model,** with purposes for assessment clearly identified. Assessments which are recommended for tier 2/3 can also be used at a tier 1 level if needed and the school has the resources to do so. Tier 1 assessments have been broken up into 'essential' assessments and assessments for additional information (recommended as optional for educators within the same school).

- Some of the 'assessments' within the OLA are in fact **analysis tools** whereby student data that has already been collected gets more deeply analysed – **no further time is required with the student.**

What about other assessments?

- There are many assessments available to assess oral language and literacy foundations.
- Many (though not all) are 'home made' assessments which have not been rigorously researched.
- Many assessment tools available are **not well suited to tier 1 assessment,** but rather are best suited to gathering detailed information, particularly about **tier 3 students.**

Some of these 'other assessment tools and screens' include: PA screens, semantics screens, the Kindergarten Assessment Tool (KAT), the Screen of Communication Skills (SOCS), following instructions assessments, Blank/Barrett's questions etc.

> Where there are **robustly researched, quick and efficient assessment tools** available to fulfil assessment purposes, **these tools have been recommended.**
>
> *Where these other tools fit into an assessment plan has been noted in the KOLA, POLA and YOLA in the black 'other assessments and screeners' boxes.*

Chapter 2 Assessments Tools Overview

See **Table 1** (page 7, this chapter) for a **detailed summary** showing all recommended assessments, the assessment goals they achieve, their age ranges, skills assessed and assessment nature.

See **pages 2-6** for a **brief overview** of key assessments recommended

Shortlist: Most common assessments Recommended for particular purposes

Goalsetting

- Most assessments

Tier 1 Longitudinal tracking:

- BrightPath ~ *see OLA language assessment scenarios, example 1s*
- Narrative Language Measures - Listening (NLM-L) ~ *see OLA language assessment scenarios, example 2s*
- Dynamic Decoding Measures (DDM) ~ *see OLA literacy foundation assessment scenarios, example 1s*
- DIBELs 8th Ed ~ *see OLA literacy foundation assessment scenarios, example 2s*
- MOTIF: DISTs, DISTi, DiSTn and DiRT, TOC subtests ~ *see OLA literacy foundation assessment scenarios, example 3s*

Regular progress monitoring (any tier):

- NLM-L and NLM-R
- DDM
- DIBELs 8th Ed

Benchmarking / severity rating

- DDM
- NLM-L and NLM-R
- Most MOTIF assessments

Identifying possible language impairments (especially in EALD populations)

- Grammar and Phonology Screen (GAPs) - especially good for EALD populations

Gathering further information (tiers 1-3):

- Monitoring Index of Scholarly Language (MISL)
- Narrative rubric
- Grammar checklists
- Football Story

INTEGRATED LANGUAGE ASSESSMENTS

BRIGHTPATH*

Overview

- Assesses language use – can be analysed for **text structure use, grammar and vocabulary use.**

- Most useful for **goal setting and longitudinal progress monitoring**
- Use for tier 1 mainly

- Suitable for **tiers 1, 2 and 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 and given a numeric score**

- Tracks students **across schools**
- Allows for **within and between school comparisons**
- Scores correspond to **academic grades and projected NAPLAN results**
- Covers many oral and written genres.
- Analysis: Compare to BrightPath samples and plot on ruler
- Data analysis spreadsheet available from the NEMLDC Outreach Service

[Click here to find out more about BrightPath](#)

FOOTBALL STORY – FOR ABORIGINAL STUDENTS

- **Free**
- **Culturally appropriate** method of collecting a language sample from **Aboriginal students** – assesses **oral storytelling and understanding.**
    - *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.*

- Useful for **goalsetting and further analysis.** Not suitable for benchmarking or comparing to norms.
- Suitable for **tiers 1-3**
- Useful for **K –Year 3 students**
- It is a parallel story to the Kite Story – part of Time for Talk, a DOE resource
- Approx. **10 mins administration**
- Download the Footy Story (and the Kite Story) at: http://northeastldc.wa.edu.au/football-story/
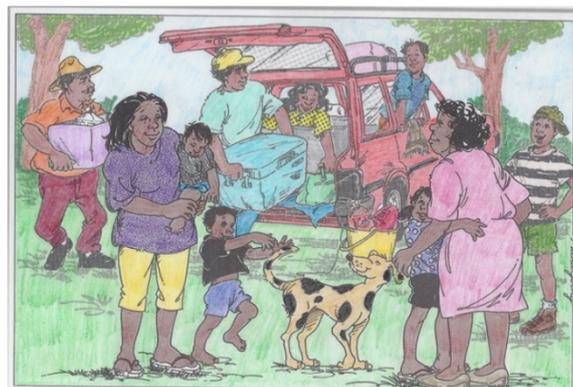
GRAMMAR AND PHONOLOGY SCREEN (GAPS)*

- Test for screening grammatical and phonological abilities through **sentence repetition and nonword repetition** (good predictors of language impairment)
- **Quick** (~ 10 minutes)
- **Free**: download from http://hvdl.org.uk/2020/01/03/gaps-grammar-and-phonology-screening/ or **loan/purchase** pre-made kits from the NEMLDC Outreach Service
- **Norms** available for students aged 3;4-6;8
- Can be administered by **teachers, education assistants, parents**
- Useful for **identifying students at risk of language difficulties,** especially for EAL/D students
- Most suitable for **tiers 2 and 3**

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.

For more information about the GAPs, click here

NEMLDC GRAMMAR EVALUATION TOOL

- **Analysis tool** – used to gain more fine-grained information from already collected language samples
- **Free**
- Useful **within individual classes** for **goal setting** and **informal pre/post testing** (not suitable to make comparisons across classes)
- Suitable for **tiers 1-3**
- **Rate the quality** of students' grammar use or **checklist** if elements have been included/not – only evaluate the grammar elements of interest (not all)
- Text genre specific tools available with data spreadsheets
- Click here for more information and instructions

MONITORING INDICATORS OF SCHOLARLY LANGUAGE (MISL)

- **Analysis tool** – used to gain more fine-grained information from already collected language samples
- Research based oral narrative rating rubric: macro and microstructure (Gillam and Gillam, 2010; 2017) - Analyses **text structure and grammar.** *Note, the text structure part of the MISL is called the 'text structure rubric' within the OLA*
- **Free.** Access original rubrics from Gillam and Gillam (2010), or utilise adapted rubrics from the NEMLDC Outreach Service
- Most useful for **goalsetting** and **progress monitoring (pre/post).**
- Suitable for **tiers 2 and 3 assessment**
- Suitable for students **ages 5;7 – 9;9**
- Scores correlate well to other standardised narrative tests.
- **Requires some knowledge / training to utilise**
- Can be used to analyse samples electronically (SALT)
- Data analysis spreadsheets available from the NEMLDC Outreach Service

For more information about the MISL, click here

TEXT STRUCTURE RUBRIC

- **Analysis tool** – used to gain more fine-grained information from already collected language samples
- The text structure rubric is adapted from the macrostructure part of the MISL (Gillam and Gillam, 2010; 2017)
- Analyses **text structure**
- **Free.** Access original rubrics from Gillam and Gillam (2010), or utilise adapted rubrics from the NEMLDC Outreach Service
- Most useful for **goalsetting** and **progress monitoring (pre/post)**.
- Suitable for **tiers 2 and 3 assessment**
- Suitable for students **ages 5;7 – 9;9**
- Scores correlate well to other standardised narrative tests.
- **Requires some knowledge / training to utilise**
- Can be used to analyse samples electronically (SALT)
- Data analysis spreadsheets available from the NEMLDC Outreach Service

NARRATIVE LANGUAGE MEASURES (NLM) *
– PART OF THE CUBED ASSESSMENT

- Uses personal-themed narratives to assess:
    - **Oral language** (expression and comprehension, particularly of text structure, with some assessment of grammar and 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 and 3 assessment**
- Most useful for **identification of difficulties, benchmarking, progress monitoring (regular), longitudinal data collection** as well as **goalsetting.** *Also useful for other purposes.*
- Use for tiers 1, 2 and 3

- Can be administered by **teachers and trained EAs**
- **Approx. 10 min administration and scoring time** (once practised at tool use)
- **Fast** administration and 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 and NLM-R

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)

- Most useful for **goalsetting of difficulties** and **progress monitoring (pre/post).**
- Use for tiers 2 and 3
- 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.blacksheeppress.co.uk/product/squirrel-story-narrative-comprehension-assessment-nca/
- NCA was developed through **WA based doctoral research**

VOCABULARY MEASURE: NUMBER OF DIFFERENT WORDS

- **Analysis tool** – used to gain more fine-grained information from already collected language samples
- **Free**
- Most useful for **progress monitoring (pre/post).**
- Useful for tiers 1, 2 and 3
- **Valid** measure of vocabulary diversity – useful for showing growth
- Analyse text samples using https://wordcounttools.com/
- Click here for more information and instructions
- Data analysis spreadsheets available from the NEMLDC Outreach Service

For more information about the vocabulary measures, click here

ASSESSMENTS OF LITERACY FOUNDATIONS

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

Overview:

- **Assesses decoding and decoding related skills:**
  - Phonemic awareness
  - Sound/letter recognition
  - Irregular word reading
  - Nonsense word reading

- **Free.** Download from https://www.languagedynamicsgroup.com/products/cubed/cubed_download/
- **Kindy – Year 3**
- Most useful for **identification of difficulties, benchmarking, progress monitoring (regular), longitudinal data collection** as well as **goalsetting.** *Also useful for other purposes.*
- Use for tiers 1, 2 and 3.

- Can be administered by **teachers and trained EAs**
- **Fast** administration and scoring (5-10mins)
- Part of the CUBED assessment kit 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 DDM

DIBELS 8TH EDITION*

OVERVIEW

- **Areas assessed directly*:**
  - ✓ PA – phoneme segmenting
  - ✓ Sound/letter mapping and letter naming
  - ✓ Decoding (nonsense words, real words and text).

  Also has a word inferencing task 'reading comprehension' (Maze).   *Subtests are timed*

- **FREE** download from https://dibels.uoregon.edu/assessment/index/materialdownload?agree=true
- **PP-Year 8**
- Most useful for **identification of difficulties, benchmarking, progress monitoring (regular), longitudinal data collection** as well as **goalsetting.** *Also useful for other purposes.*
- Use for tiers 1, 2 and 3.
- **Has Australian norms.**
- The DIBELs is often used in research

Click here for detailed information about the DIBELs

MOTIF Assessments*

OVERVIEW:

- **FREE.** Download from https://www.motif.org.au/home/tests
- **PP – Year 6** (depending on the test)
- Most useful for **identification of difficulties, benchmarking, progress monitoring (regular), longitudinal data collection** as well as **goalsetting.** *Also useful for other purposes.*
- Use for tiers 1, 2 and 3.
- Assessments developed by Macquarie University – often used in research

For more information about the MOTIF assessments, click here

PHONICS ASSESSMENTS: PROGRAM SPECIFIC*

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.

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
- Most useful for **identification of difficulties and progress monitoring (pre/post).**
- Useful for tiers 1, 2 and 3.
- Aimed at **Year 1 students,** but could be used with older students to broadly identify phonics difficulties.
- **Quick** administration and scoring (approx. 5-10mins)

SUTHERLAND PHONOLOGICAL AWARENESS TEST – REVISED (SPAT-R)

Overview:

- Assesses:
  - **Phonological awareness**: Syllables, rhyme and phonemes
  - **Decoding** (nonwords)
  - **Encoding** (nonwords)

- Most useful for **identification of difficulties, benchmarking, goalsetting and progress monitoring (pre-post).**
- Use for tiers 2 and 3.
- **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 and goal setting**
- **Relatively quick:** administration approx. 10-15mins + analysis approx. 5-10mins

For more information about the SPAT-R, click here

Getting technical: OLA assessment Classification Terms

= depending on the tool

'Comparative' / 'Normative' assessments

Usually **more** robust

Uses: ✓ Identifying strengths / difficulties   ½ Evaluating 'real world' application of skills
✓ Goal- setting   ✓ Diagnosis / benchmarking   ✓* Progress monitoring

Benchmark assessments
- ▪ **Definition:** Students **performance is compared to others,** however **not against the bell curve.**
- ▪ **Description:**
  - Data is typically reported as **'benchmark' interpretations** (e.g. 'high risk', 'age appropriate') with **no percentile ranks or z scores.**
  - o Generally, a fair amount of research has taken place to gather large sets of samples from students of the same ages from which benchmark scores are gathered.
- ▪ **Examples:** BrightPath, DDM, NLM

Normed assessments
- ▪ **Definition:** Students' performance is compared to the **bell curve.**
- ▪ **Description:**
  - o Data is typically reported as **Z scores** or **percentile rankings.**
  - o Generally rigorous testing and psychometric evaluation has taken place for these assessments.
- ▪ **Examples:** Several MOTIF assessments e.g. DiRT; DiST-S, IQ tests

Criterion referenced assessments /tools

Uses: ✓ Identifying strengths / difficulties   ✓ Evaluating 'real world' application of skills
✓ Goal- setting   ✗ Diagnosis / benchmarking   ✓* Progress monitoring

Focus: Students' performance is examined independently <u>of</u> other students' performance

Definition: The assessment is designed so that students' performance is compared to a set of **pre-specified qualities, criteria or learning goals, without reference to the achievement of others**

Subtypes:

Simple data:
- ▪ **No interpretation** is provided by the assessment.
- ▪ Data are usually reported as raw scores, percentages or as checklists. This data must be independently interpreted by the user.
- ▪ Examples: Semantics screen, Checklists

Criteria rating:
- ▪ **Some level of interpretation** is provided by the assessment.
- ▪ These are often '**categories**' of performance e.g. a rating of 1-3, 'proficient', 'at risk' etc. reflecting performance against the learning criteria
- ▪ Examples: Academic grades, Peter & the Cat, Blank level questioning scoring (1-3), persuasive rubric

Usually **less** robust

Table 1: Assessment Tool Details

Assessment Name AT = analysis tool	Cost	Tiers			Suitable for						Type of assessment *See chap 2 p8 for explanation*
		Tier 1	Tier 2	Tier 3	Goalsetting & planning	Identifying weaknesses/strengths	Diagnosis / benchmark Severity rating	Pre-post data	Regular progress monitoring	Longitudinal progress monitoring	
BrightPath	Purchase	✓	✓	✓	✓	✓		✓		✓	**Criterion Ref.**
DDM (Dynamic Decoding Measures)	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	**Benchmarked**
DIBELS 8th Ed: Full Assessment	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	**Benchmarked**
DIBELS 8th Ed: Letter Naming Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	Benchmarked
DIBELS 8th Ed: Nonsense Word Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	Benchmarked
DIBELS 8th Ed: Nonsense Word Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	Benchmarked
DIBELS 8th Ed: Oral Reading Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	Benchmarked
DIBELS 8th Ed: Phonemic Segmentation subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	Benchmarked
DIBELS 8th Ed: Word Reading Fluency subtests	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	Benchmarked
Football Story	Free	✓	✓	✓	✓	✓					Criterion Ref.
GAPS (Grammar and Phonology Test)	Free		✓	✓			✓				**Normed**
Grammar Evaluation Tool (NEMLDC) **AT**	Free	✓	✓	✓	✓	✓		✓	✓		Criterion Ref.
MISL (Monitoring Indicators of Scholarly Language) **AT**	Free		✓	✓	✓	✓		✓			Criterion Ref.
MOTIF: DiSTi (Diagnostic Spelling Test – Irregular Words)	Free	✓	✓	✓	✓	✓	✓	✓		✓	Normed
MOTIF: DiSTn (Diagnostic Spelling Test – Nonwords)	Free	✓	✓	✓	✓	✓	✓	✓		✓	Normed
MOTIF: DiSTs (Diagnostic Spelling Test-Sounds)	Free	✓	✓	✓	✓	✓	✓	✓		✓	Normed
MOTIF: TOC (Test of Orthographic Choices)	Free	✓	✓	✓		✓	✓	✓			Normed
MOTIF: CC2 (The Castles and Coltheart 2)	Free		✓	✓	✓	✓	✓	✓			Normed
MOTIF: DiRT (Diagnostic Reading Test)	Free		✓	✓	✓	✓		✓			Normed
MOTIF: LeST (The Letter Sound Test)	Free		✓	✓	✓	✓	✓	✓			Normed
Text structure rubric (NEMLDC) **AT**	Free	✓	✓	✓	✓	✓		✓			Criterion Ref.
NLM-L (Narrative Language Measures - Listening)	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	**Benchmarked**
NLM-R (Narrative Language Measures - Reading)	Free	✓	✓	✓	✓	✓	✓	✓	✓	✓	**Benchmarked**
Phonics Screening Check (UK)	Free	✓	✓			✓	✓				**Criterion Ref.**
SPAT-R (Sutherland Phonological Awareness Test – Revised)	Purchase		✓	✓	✓	✓	✓	✓			**Normed**
Squirrel Story	Purchase		✓	✓	✓	✓		✓			**Criterion Ref.**
Vocabulary measure: Number of Different Words AT	Free		✓	✓				✓			Criterion Ref.

Areas Assessed

Assessment Name (AT = analysis tool)	PA: Syllables	PA: Rhyme	PA: Phonemic awareness	Sound/Letter: Identifying letter sounds	Sound/Letter: Representing sounds	Sound/Letter: Identifying letter names	Application of Phonics: Real word spelling	Application of Phonics: Nonsense word spelling	Application of Phonics: Real word decoding	Application of Phonics: Nonword decoding	Text level Literacy: Writing	Text level Literacy: Decoding Fluency	Text level Literacy: Understanding	Expression: Text structure	Expression: Grammar	Expression: Vocabulary	Expression: Semantic Organisation	Comprehension: Text structure	Comprehension: Grammar	Comprehension: Vocabulary	Comprehension: Following directions / instructions	Comprehension: Answering questions	Comprehension: Inference	Working Memory: Nonword repetition	Working Memory: 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														✓	✓	✓		✓				✓	✓		
GAPS (Grammar and Phonology Test)																								✓	✓
Grammar Evaluation Tool (NEMLDC) AT															✓	✓									
MISL (Monitoring Indicators of Scholarly Language) AT															✓										
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)							✓																		
MOTIF: CC2 (The Castles and Coltheart 2)									✓	✓															
MOTIF: DiRT (Diagnostic Reading Test)										✓															
MOTIF: LeST (The Letter Sound Test)					✓																				
Text structure rubric (NEMLDC) AT														✓											
NLM-L (Narrative Language Measures - Listening)														✓	✓	✓		✓				✓			
NLM-R (Narrative Language Measures - Reading)												✓		✓	✓	✓		✓							
Phonics Screening Check (UK)									✓	✓															
SPAT-R (Sutherland Phonological Awareness Test – Revised)	✓	✓	✓					✓		✓															
Squirrel Story														✓	✓	✓		✓				✓	✓		
Vocabulary measure: Number of Different Words AT																✓									