



Parent Guide

Literacy and Numeracy Screening

English and French Immersion

Contents

General Information.....3

Literacy Screeners.....5

French Immersion Literacy Screeners.....7

Numeracy Screeners9

Provincial Assessment Contacts11

References12



General Information

What is the purpose of the literacy and numeracy screenings?

The literacy and numeracy screenings are mandatory for kindergarten children and students in grades 1 to 5 to ensure they receive essential foundational learning in the critical early years of their education.

Further information about screeners can be found on the [literacy and numeracy screening webpage](#).

When and where will the literacy and numeracy screenings take place?

All students in grades 1 to 3 are screened in Fall and Winter, and those who require additional supports according to the Winter administration are re-screened in Spring. Screenings are required for all grade 4 and 5 students in the Fall, with an additional screening in the Spring for students who required additional supports based on the Fall screening. Kindergarten children are screened once per year in Winter.

Literacy and numeracy screenings are administered in the school during the regular school day by an Alberta certificated teacher using either government-provided screeners or government-approved screeners. Information about which screeners are being used can be provided by your child's teacher..

How often will my child participate in screenings?

All students in grades 1 to 3 are screened in Fall and Winter, and those who require additional supports according to the Winter administration are re-screened in Spring. Screenings are required for all grade 4 and 5 students in the Fall, with an additional screening in the Spring for students who required additional supports at the Fall screening. Kindergarten children are screened once per year in Winter.

How are the literacy and numeracy screener results determined?

The literacy and numeracy screeners are norm-referenced. The norms are based on a representative sample of grade-specific Alberta student populations. This data makes it possible to compare individual students' performance with a grade-specific group of peers at a certain time of year to determine whether a student requires additional supports.

What if I do not want my child to participate in these screeners?

Please inform your child's teacher if you do not wish to have your child participate in these literacy and numeracy screeners.

What information is being collected and how will the information be used and disclosed?

Teachers will collect student names, grades, Alberta student number, and individual student responses/results. Results will be submitted to Alberta Education and Childcare to help inform future policy and programming and to enable the Minister to publish an annual report on literacy and numeracy screening results.

The personal information collected through Provincial Literacy and Numeracy Screening is for the purpose of administering the screeners, policy evaluation, and measurement. This collection is authorized by section 4(c) of the Protection of Privacy Act.

For questions about the collection of personal information, contact litnumscreening@gov.ab.ca or by mail to Literacy and Numeracy Screening, 6th floor, 44 Capital Boulevard, 10044 108 Street NW, Edmonton, Alberta T5J 5E6.

Whom can I contact if I have questions about the collection, use, and disclosure of personal information?

Questions or inquiries regarding the school's collection, use, and disclosure of personal information may be directed to your child's school authority.

Questions or inquiries regarding Alberta Education and Childcare's collection, use, and disclosure of personal information may be directed to:

Executive Director, Provincial Assessment
6th floor, 44 Capital Boulevard, 10044 108 Street NW
Edmonton, Alberta T5J 5E6
Phone: 780-422-4848
(Dial 310-0000 to be connected toll-free from outside the Edmonton area.)

How will the screening results be shared?

Changes to the Education Act now require school authorities and Early Childhood Services (ECS) operators to share screening results with parents to ensure families are informed and involved.

The following information will be shared with parents:

- If the child or student requires intervention supports;
- The areas of literacy and numeracy the child or student is having learning difficulties; and
- Examples of extra help that can be provided to the child or student to improve.

Results should be provided to the parent within six weeks of the screener administration.

In addition, school authorities will submit a summary of their pre- and post-literacy and numeracy screening results and a summary of their support strategies for children and students identified as requiring additional supports in their Annual Education Results Reports (AERR). The way in which this information is reported by school authorities in their AERRs is at their discretion.

Tracking results will help the province, school authorities, and schools track successes and continuously improve the quality of education for students and will support a transparent, accountable, and responsive education system.

What happens if my child is identified as requiring additional supports?

Where the results of the literacy and numeracy screenings determine that a child or student requires additional supports, school authorities must provide intervention supports that will give the child or student the opportunity to develop the necessary skills. Schools will decide which interventions will be provided. Parents may learn more about the interventions that are provided by speaking with their child's teacher.

Where can I learn more about literacy and numeracy screening?

Please visit the [Literacy and Numeracy Screening](#) website to learn more.

Literacy Screeners

What are Literacy Screeners?

Literacy screeners are tools used by Alberta Education and Childcare to identify children and students who require additional support in basic reading skills, based on a set of foundational literacy skills. These skills include phonemic awareness, letter names and sounds, reading fluency, reading comprehension and other foundational skills. These screeners are adapted locally to meet the needs of students in Alberta.

What are the different government-provided literacy screeners that are administered?

The Phonological Awareness Screening Test (PAST)/Test de la conscience phonologique (TDCP), developed by Professor David A. Kilpatrick at State University of New York College, is designed to assess phonemic awareness and phonemic proficiency or phonemes (sounds) in spoken words. The Test de la conscience phonologique (TDCP) was adapted and reproduced with the permission of Dr. Alain Desrochers, Ph.D., Professeur titulaire, École de psychologie, University of Ottawa, and Directeur de recherches et développement chez Groupe de recherche sur l'apprentissage de la lecture.

The Rapid Automatized Naming (RAN) Digit cards/Dénomination sérielle rapide chiffres (DRS), developed by Professor George K. Georgiou at University of Alberta, is based on the original work of Denckla and Rudel (1974) and Wolf and Denckla (2005). The RAN screener assesses cognitive automaticity and speed for alphanumeric recognition.

The Letter Name-Sound (LeNS) assessment/Nom et sons des lettres (NSle) was developed by Professor Rauno Parrila and Associate Professor Saskia Kohnen at the Macquarie University Centre for Reading. The LeNS assessment is designed to make sure that the child or student has the foundational phonics skills to develop into an independent reader. The Nom et sons des lettres (NSle) was developed by Dr. Alain Desrochers, Ph.D., Professeur titulaire, École de psychologie, University of Ottawa, and Directeur de recherches et développement chez Groupe de recherche sur l'apprentissage de la lecture.

The Castles and Coltheart 3 (CC3) assessment/Castles et Coltheart 3 (CC3) is a word-reading test based on the Castles and Coltheart Reading Test 2 (CC2). The CC2 was designed by researchers at Macquarie University, led by Professor Anne Castles, and was adapted to CC3 by Professor Rauno Parrila at the Macquarie University Centre for Reading. The CC3 is designed to identify the nature of a child's or student's reading difficulties. The Castles et Coltheart 3 (CC3) was adapted and reproduced with the permission of Dr. Alain Desrochers, Ph.D., Professeur titulaire, École de psychologie, University of Ottawa, and Directeur de recherches et développement chez Groupe de recherche sur l'apprentissage de la lecture.

The Maze Screeners. *Le dépistage Dédale* were developed by Professor Rauno Parrila at the Australian Centre for Advancement of Literacy, and adapted with permission into French with permission from Dr. Parrila in consultation with Dr. Joël Thibeault, Ph.D., Professeur agrégé, University of Ottawa and Professeur auxiliaire, University of Regina. Maze and *dédale* passages can be used to screen for possible reading difficulties and to monitor progress in reading development beyond the basic skills development using topic-based texts for Alberta students.

How is the overall literacy score determined?

The overall literacy result for grade 1 in Fall and for kindergarten is determined by a combination of scores for letter names, letter sounds (measured by the LeNS screener), phonemic awareness (measured by the PAST screener), and rapid naming (measured by the speed of the completion of the RAN screener). To be identified as requiring additional supports for overall literacy, students must require additional supports in the LeNS screener and require additional supports on either the PAST or the RAN screeners.

The overall literacy result for Grade 1 (Winter) to Grade 3 is determined by Regular words and either Irregular words or Non-words.

Screening for letter names and letter sounds is required in Grades 1 and 2 but is not required in Grade 3.

The overall literacy results for grades 4 and 5 is determined by the number of correct responses on the maze reading passages. In a maze passage, students read a passage silently for 3 minutes. Some words are replaced by a choice of three words (the correct word and two other words that don't make sense in the sentence). Students are asked to read the passage as fast as they can and to select the words that best fit the sentences.

Which government-provided literacy screeners are administered to my child?

		Description	Fall	Winter	Spring
Kindergarten	PAST	Children manipulate basic syllables, initial phonemes/onset rimes, and basic phonemes using spoken words.		✓	
	RAN Digits	Children identify digits with automaticity and speed on the cards presented.		✓	
	LeNS Cards 1, 2	Children identify the letter names and letter sounds on the cards presented.		✓	
Grade 1	PAST	Students manipulate basic syllables, initial phonemes/onset rimes, and basic phonemes using spoken words	✓		
	RAN Digits	Students identify digits with automaticity and speed on the cards presented.	✓		
	LeNS Cards 1, 2, 3, 4, 5	Students identify the letter names and letter sounds on the cards presented.	✓ Cards 1 to 2	✓ Cards 1 to 5	✓ Only students requiring additional supports in Winter
	CC3	Students read the words on the cards presented (Regular Words, Irregular Words, Non-Words).		✓	✓ Only students requiring additional supports in Winter
Grade 2	LeNS Cards 3, 4, 5	Students identify the letter names and letter sounds on the cards presented.	✓	✓	✓ Only students requiring additional supports in Winter
	CC3	Students read the words on the cards presented (Regular Words, Irregular Words, Non-Words).	✓	✓	✓ Only students requiring additional supports in Winter
Grade 3	CC3	Students read the words on the cards presented (Regular Words, Irregular Words, Non-Words).	✓	✓	✓ Only students requiring additional supports in Winter
Grade 4	Maze	Students read a passage silently and select words that fit best in the sentences.	✓	Optional	✓ Only students requiring additional supports in Fall
Grade 5	Maze	Students read a passage silently and select words that fit best in the sentences.	✓	Optional	✓ Only students requiring additional supports in Fall

French Immersion Literacy Screeners

In which language are literacy screeners administered to French Immersion children and students?

Teachers administer literacy and numeracy screeners to children in French Immersion kindergarten in English in Winter. Development of a foundation in English precedes and extends past their school educational experience. Children are in the earliest stages of learning French as an additional language, and French may not be a reliable indicator of their skills. Correct responses provided by children in French Immersion kindergarten in either language (English or French) are accepted.

Teachers administer literacy and numeracy screeners to students in French Immersion grade 1 in French in Fall, even if the student has no prior immersion experience. Since grade 1 French Immersion students are in the earliest stages of learning French as an additional language, correct responses provided in either language (French or English) are accepted.

Teachers administer literacy and numeracy screeners to students in grade 1 in Winter and Spring and to students in grades 2 and 3 in the primary language of instruction (French).

Teachers administer literacy screeners to students in grade 4 and 5 in French. Students respond to all French Immersion passages, which include both English and French, to assure a bilingual screening of skills

How is the overall literacy score determined in French Immersion?

The overall literacy result for kindergarten is determined by a combination of scores for letter names, letter sounds (measured by the LeNS screener), phonemic awareness (measured by the PAST screener), and rapid naming (measured by the speed of the completion of the RAN screener). To be identified as requiring additional supports (RAS) for literacy overall, children must score as RAS in the LeNS screener and in either the PAST or the RAN screener.

The overall literacy result for grade 1 (Fall) is determined by a combination of scores for letter names, letter sounds (measured by the *NSLe* screener), phonemic awareness (measured by the *TDCP* screener), and rapid naming (measured by the speed of the completion of the *DRS des chiffres* screener). To be identified as RAS for literacy overall, a student must score as RAS in the *NSLe* and in either the *TDCP* or the *DRS des chiffres*.

The overall literacy score for grade 1 (Winter) to grade 3 is determined by *Mots réguliers* (Regular words) and either *Mots irréguliers* (Irregular words) or *Pseudo-mots* (Non-words).

Screening for French letter names and letter sounds is required in grades 1 and 2 but is not required in grade 3.

The overall literacy results for grades 4 and 5 are determined by the number of correct responses on the *Dépistage par dédale* reading passages. In a *dédale* passage, students read a passage silently for 3 minutes. Some words are replaced by a choice of three words (the correct word and two other words that don't make sense in the sentence). Students are asked to read the passage as fast as they can and to select the words that best fit the sentences. Students complete four passages in total in the course of the same week.

Which government-provided literacy screeners are administered to French immersion children?

		Description	Fall	Winter	Spring
Kindergarten	PAST	Children manipulate basic syllables, initial phonemes/onset rimes, and basic phonemes using English spoken words.		✓	
	RAN Digits	Children identify digits in English or French with automaticity and speed on the cards presented.		✓	
	LeNS Cards 1, 2	Children identify the letter names and letter sounds in English or French on the cards presented.		✓	
Grade 1	TDCP	Students manipulate basic syllables, initial phonemes/onset rimes, and basic phonemes using French spoken words	✓		
	DRS des chiffres	Students identify digits in French or English with automaticity and speed on the cards presented.	✓		
	NSLe Cards 1, 2, 3, 4, 5	Students identify the letter names and letter sounds on the cards presented. Language of student response accepted varies by administration period.	✓ Cards 1 to 2	✓ Cards 1 to 5	✓ Only students requiring additional supports in Winter
	CC3	Students read the French words on the cards presented (<i>Mots réguliers, Mots irréguliers, Pseudo-mots</i>).		✓	✓ Only students requiring additional supports in Winter
	NSLe Cards 3, 4, 5	Students identify the French letter names and letter sounds on the cards presented.	✓	✓	✓ Only students requiring additional supports in Winter
Grade 2	CC3	Students read the French words on the cards presented (<i>Mots réguliers, Mots irréguliers, Pseudo-mots</i>).	✓	✓	✓ Only students requiring additional supports in Winter
	CC3	Students read the French words on the cards presented (<i>Mots réguliers, Mots irréguliers, Pseudo-mots</i>).	✓	✓	✓ Only students requiring additional supports in Winter
Grade 3	CC3	Students read the French words on the cards presented (<i>Mots réguliers, Mots irréguliers, Pseudo-mots</i>).	✓	✓	✓ Only students requiring additional supports in Winter
Grade 4	Dédale	Students read a passage in English and three passages in French silently and select words that fit best in the sentences.	✓	Optional	✓ Only students requiring additional supports in Fall
Grade 5	Dédale	Students read a passage in English and three passages in French silently and select words that fit best in the sentences.	✓	Optional	✓ Only students requiring additional supports in Fall

Note: All screener tasks for kindergarten children and students in grades 1 to 3 are administered individually and verbally. Although re-screening all students is not mandatory, it is encouraged. Re-screening all students will provide data on student growth.

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Numeracy Screeners

What are Numeracy Screeners?

Numeracy screeners are used to identify children and students who require additional support in early math skills. based on a set of foundational numeracy skills (knowledge of the counting principles; representing, comparing, and ordering numbers; recognizing relations among numbers; and fluency with mental mathematics). The screeners are not intended to measure student mastery of the curriculum for a particular grade level, but to help teachers understand their students' underlying knowledge of the number system.

In which language are numeracy screeners administered to French Immersion children and students?

The language of administration and the language of responses for numeracy screeners are the same as those for the French immersion literacy screeners.

How is the overall numeracy score determined?

The overall numeracy score is based on a weighted combination of numeracy task scores that reflects the emphasis of the different tasks within the screener.

How are the numeracy screener results interpreted?

If a child or student is identified as requiring additional supports on the overall numeracy score, they may need supports in more than one task.

What is being screened by these screeners?

The following table provides a brief description of each task and the grade level that each task is used for.

	Tasks	Descriptions	K	1	2	3	4	5
1	Rote Counting	Children and students recite the count sequence. Teachers note counting behaviours (e.g., skipped numbers) and highest count.	✓	✓				
	Counting Sets	Children count sets of dots (e.g., up to 12). When they are finished, the teacher asks how many dots there are. The teacher also observes how children count and where they make errors.	✓					
	Next Number	Students count orally to demonstrate knowledge of the counting sequence, the ability to generate larger numbers in the counting sequence, place value rules, backward counting, and skip counting.		✓				
	Naming Numbers	Children and students name printed numbers (e.g., 6, 15, 26).	✓	✓				
2	Comparing Numbers	Children and students cross out the larger number in a pair of numbers (e.g., 4 and 7).	✓	✓	✓	✓		
3	Writing Numbers	Students write down the numbers as teachers read them aloud (e.g., 12, 67, 150).		✓	✓	✓	✓	✓
4	Numbers on the Number Line	Children and students mark the location of a number on a line.	✓	✓	✓	✓	✓	✓
5	Number Facts	Students solve 1-digit problems • addition and subtraction • multiplication and division		✓	✓	✓	✓	✓
6	Equations	Students find the unknown value in addition and subtraction equations.				✓	✓	✓
7	Ordering of	Students see a sequence of three numbers and			✓	✓		

	Numbers	indicate whether or not the numbers are in increasing order.		
8	Calculation	Students calculate multi-digit addition and subtraction problems.	✓	✓
9	Rational Numbers	Students identify equivalent fractions and compare fractions based on their magnitudes.	✓	✓
10	Symbol Knowledge	Students identify the math term, what it means, or how it is used.	✓	✓

Note: Most tasks for students in grades 1-5 can be administered in group settings, including whole classes, using paper and pencil. The kindergarten tasks and the grade 1 counting tasks are administered individually.

Provincial Assessment Contacts

If you have additional questions or comments about literacy and numeracy screening, please speak with your child's teacher or school principal, or connect with:

Literacy and Numeracy Screening: LitNumScreening@gov.ab.ca

Address

Literacy and Numeracy Screening

Alberta Education and Childcare

6th floor, 44 Capital Boulevard

10044 108 Street NW

Edmonton AB T5J 5E6

Hours

8:15 a.m. to 4:30 p.m. (open Monday to Friday, closed statutory holidays)

References

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All changes to Alberta Education and Childcare requirements contained in this document are effective the first day of the school year as defined by the school authority.

This *Parent Guide - Literacy and Numeracy Screening* is authorized in accordance with section 18, subsection 4, of the Education Act, for use in Alberta accredited schools. This document supports the Provincial Assessment Directive.