



Literacy Screening

SANICH
SCHOOLS



Early Literacy Screening

As of the fall of 2026, all kindergarten through grade 3 students in B.C. will take part in early literacy screening. The Ministry of Education and Child Care introduced the program to help identify reading challenges sooner, so students can get the support they need before small struggles become big barriers.

What is Literacy Screening?



- ☐ **Brief**
- ☐ **Specific** (measures specific foundational early literacy skills; may inform instruction, supports and intervention)
- ☐ **Reliable** (produces consistent results) and **Valid** (measures the skills it is intended to)
- ☐ **Predictive** (forecasts future reading performance with reasonable accuracy)
- ☐ **Administered by a teacher**, ideally the classroom teacher

Why Literacy Screening?

Early literacy skills support lifelong learning. Foundational skills work together with other components, such as oral language, vocabulary and comprehension, to build reading and writing.

Screening is critical because:

- Early identification improves outcomes
- It helps identify students who are at risk
- It supports early intervention
- It helps teachers tailor instruction class-wide and for students as individuals

Saanich Early Literacy Screening and Assessments

	K	Grade 1	Grade 2	Grade 3
Fall Beginning of Year (BOY) Oct. 5-16	Saanich K Screener LNF (Letter Naming) **SLP Oral Language Screener	NWF (Nonsense Words)	ORF (Oral Reading)	ORF (Oral Reading) Maze
Winter Middle of Year (MOY) Jan. 25-Feb.5	Saanich K Screener LNF (Letter Naming)	NWF (Nonsense Words) ORF (Oral Reading)	ORF (Oral Reading)	ORF (Oral Reading) Maze
Spring End of Year (EOY) May 25-June 4	LNF (Letter Naming)	DLA	DLA	DLA

Universal Screeners



ARE:

Efficient: Quick, timed snapshots of key literacy skills

Standardized: Administered and scored consistently for reliable results

Predictive: Indicate the likelihood of future reading success

Measures of critical word recognition skills: Skills are foundational for reading comprehension (e.g., phonemic awareness, decoding, fluency)



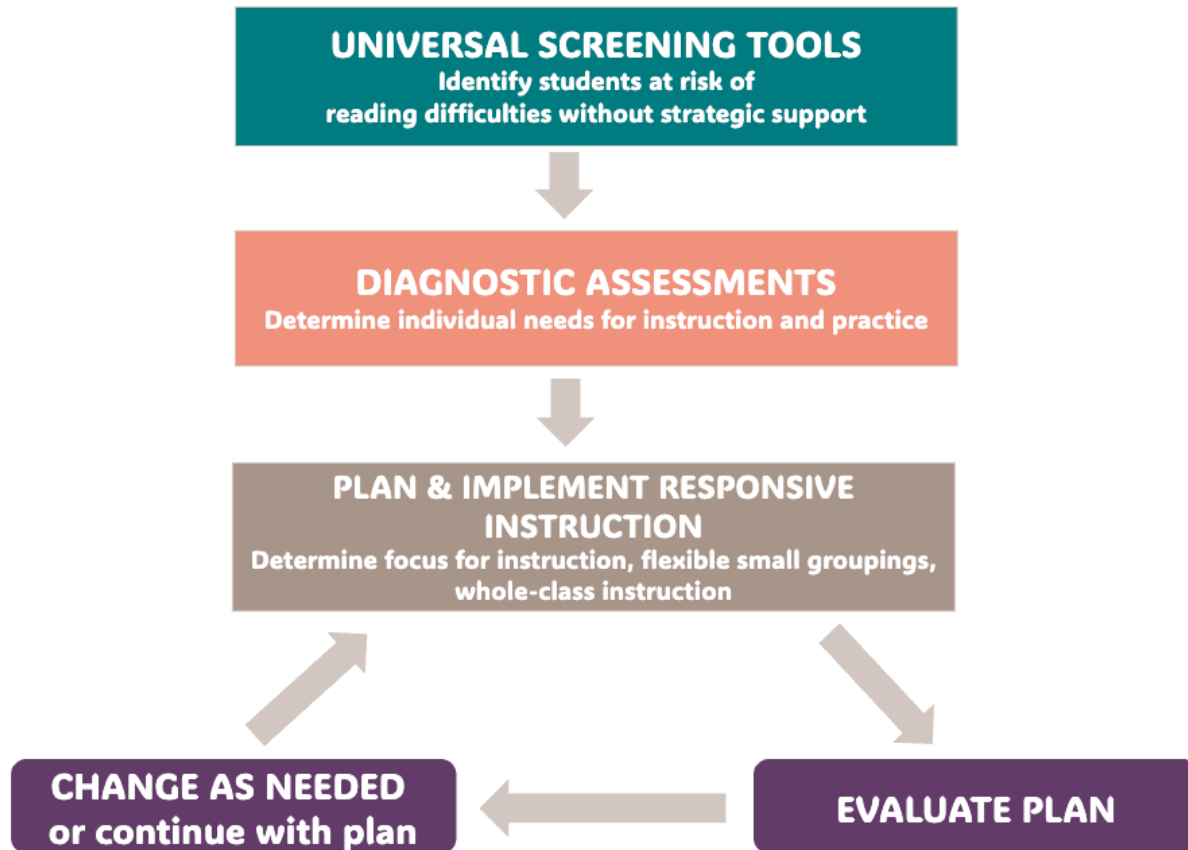
ARE NOT:

Equivalent to proficiency levels: Do not define overall reading achievement (e.g., BC Proficiency Scale)

Comprehensive literacy measures: Do not fully assess vocabulary, background knowledge, or comprehension

Diagnostic: If the screener flags a student, further diagnostic assessment is required

Screeners and Assessment



Reference: Smartt & Glaser, *Outcomes-Driven Model* (2023). Graphic adapted from Dyslexia Canada Series: *Empowering Literacy in British Columbia* (Session 3 of 4)

Screeners and assessments contribute additional information about readers.

Teachers also document **observations**, **conversations** and student **products** to create a comprehensive picture of the learner to determine the most effective instruction and practices to respond.

DLA: The DLA is not a screener. It is a proficiency-based assessment meant to replicate a classroom literacy task.

Screeners and Timing

The measures are timed in part to ensure standardization for all learners. More importantly, the tools also measure the development of automaticity, or fluency, of essential literacy skills. The critical element of fluency must be developed for readers to achieve effortless automatic word reading and become able to place more attention to comprehension of each text.



Considerations

Emotional Safety – Respecting the Individual

Students are not penalized for differences due to:

- Speech articulation (e.g., /t/ for /k/ → “tat” for “cat”)
- Dialect
- ELL accents

Discontinue rules are in place:

- Prevent students from struggling through tasks without success
- Ensure assessment remains appropriate and respectful

Sample accommodations include:

- Enlarged student materials
- Lighting adjustments / visual overlays
- Assistive listening devices
- Markers or overlays to support tracking one line at a time

Communication with the school team is essential to ensuring the whole child is considered.

Key Takeaways

- Early identification improves outcomes
- Use data to tailor teaching
- Focus on foundational skills early
- Work as a team to support students
- Screening is one piece of the comprehensive picture of a learner