

Assessment tools for emergent literacy and reading difficulties

To read more about the general principles of assessment see section on [Reading and spelling assessment](#). In these booklets you can find examples of simple assessment tools adapted to Kenyan, Namibian, Tanzanian and Zambian contexts:

1. Letter naming: the amount of letters a learner can name. Why this is important see section on [Letter knowledge](#).
2. Letter-sound correspondence: the amount of letter-sounds a learner can name. Why this is important see section on [Phonics based instruction](#).
3. Phonological awareness: an ability to identify, blend or segment sounds in words. Why this is important see section on [Phonological awareness](#).
4. Naming speed: an ability to retrieve (to name) serially presented items such as objects and letters as fast and as accurately as possible. Why this is important see section on [RAN](#).
5. Working memory: an ability to keep in mind information temporarily and process it at the same time. Why this is important see section on [Working memory](#).
6. Reading accuracy: an ability to read accurately without mistakes. Why this is important see section on [Decoding](#).
7. Spelling accuracy: an ability to spell accurately without spelling errors. Why this is important see section on [Spelling and Writing](#).
8. Reading fluency: an ability to read accurately with speed. Why this is important see section on [Reading fluency](#).

More information

Assessment booklets:

KENYA: [Literacy Assessment Tools for grades 1-3 and special education](#)

NAMIBIA: [Literacy Assessment Tools for grades 1-3 and special education](#)

TANZANIA: [Literacy Assessment Tools for grades 1-3 and special education](#)

ZAMBIA: [Literacy Assessment Tools for grades 1-3 and special education](#)