Right to Read Screening Tool

Amanda MacDonald
EDUC 4199 Directed Reading course with Dr. Jodi Nickel

Background

- Right to Read Screening Tool (RRST) is used for early identification of reading difficulties for K-2 students with a particular focus on phonological awareness.
- Phonological awareness is recognition of the sounds in language and is a predictor of reading success (Schuele & Boudreau, 2008).
- The screening tool includes the following subtests:
  - letter and sound identification
  - rhyming detection and generation
  - word, syllable, and phoneme detection
  - syllable and phoneme blending
  - syllable and phoneme deletion
  - initial, final, and medial sound isolation
  - word recognition
  - non-word decoding
  - spelling
- RRST is an initiative of the Learning Disabilities Association of Alberta (LDAA).

Challenges *

- Required 20 minutes per child so it is time consuming to assess all children.
  - It is okay not to do [the entire assessment tool] in one sitting.
- Need more intervention ideas related to specific needs.
  - It would be really helpful if they focused a lot more on . . . [specific] examples about a child who really has no clue about ending sounds.

Benefits

- Helped to identify specific needs.
  - What I like about this tool is it is a quick assessment that covers all areas of phonological awareness and helps to note strengths and weaknesses.
  - A colleague shared the results she had collected and it was valuable to see that the collection is quick, easy, manageable and so reliably laid out in a format that is easy to understand and pass along to other staff at the school or other schools that students may transfer to.
- Helped direct teaching.
  - The importance of non-words was made clear to me. I didn’t really realize how important this is until the workshop. I always favoured the rhyming of “real words.” Now I understand how chunking of non-words can impact reading.
- Interaction with other teachers affirmed common concerns and provided possible solutions.
  - You learn so much from each other. I think it is invaluable . . . . . There is always someone there ‘oh you know I had a kid who was similar and this is was what I did’ .... It is so useful to bounce ideas off each other.

Findings

Methods

- Two workshops ~ 25 participants (K-3 teachers, literacy specialists, and resource teachers)
  - 3 hour workshop on phonological awareness and screening tool
  - 6 hour workshop on interpretation of screening tool results and corresponding interventions
- 12 surveys and 1 phone interview
- This has been approved by MRU Human Research Ethics Board.

References
