



Changing Futures

West Coast Language Development Centre Outreach Service

Rainbow Assessment Tool (RAT-R)

A department endorsed assessment, the Rainbow Assessment Tool (RAT-R) is a measure of a students' phonological (PA) and phonemic awareness skills. This tool allows teachers to evaluate what early pre-literacy skills students have, and what skills need intervention. The tool is used K-1 primarily, but when using the more complex extension tasks, can be useful for older students struggling with literacy. The RAT-R also comes with an intervention package that supports teachers in teaching these skills.

Who Can the RAT-R be used with?

All students in Kindergarten
New or flagged PP or Yr 1 students
Older SAER students in Years 2+

What aspects of PA are covered in the RAT-R?

Auditory Discrimination
Rhyming
Syllables
Phoneme isolation
Segmenting and Blending
Deletion/manipulation
Non-word reading and spelling
RAT-R Tracking Profile Spreadsheet

RAT-R Tracking Profile Spreadsheet

Colour coded excel spreadsheet to help profile classes.
Helps to identify students who require further support or extension.

The image shows the Rainbow Assessment Tool-Revised (RAT-R) 2020 form and a corresponding tracking spreadsheet. The form includes sections for student information, equipment needed, instructions for administering the test, and a score analysis table. The tracking spreadsheet is a large table with columns for various phonological awareness skills and rows for individual students, color-coded by performance level (Red, Orange, Yellow, Green).

Rainbow Assessment Tool-Revised (RAT-R) 2020
Phonological Awareness to Print

NOT FOR DISTRIBUTION

Name: _____ Year Level: _____ D.O.B: _____ Age: _____ Teacher: _____ Class: _____
School: _____ Administered By: _____ Test Date/s: _____

Equipment needed to administer test:
FOR PHONEME LEVEL TASKS: 7 counters, visual boxes pages (tri, quad and multi-boxes)
FOR SUPPLEMENTARY TASKS PAGE 2: Drum pictures, Rhyming pictures
FOR SUPPLEMENTARY TASKS PAGE 6: (Sound-Letter Links): non-word reading page, non-word spelling page, pencil

Instructions for administering test:

- To administer this test, ensure you have the above equipment and have familiarised yourself with the subtests.
- Each task section contains several subtests. Read the task instructions to the child and then complete the practice item/s, then the test items. You may support as much as necessary with the practice items but **do not** assist with the test items.
- Each subtest has four test items on the left hand side and four additional test items in a box on the right hand side. **Only administer the four test items on the left hand side.** You may administer the four test items on the right hand side if you think the child needs more examples to accurately reflect their abilities e.g. you think the child didn't understand the task, or they were making lucky guesses etc. These items could also be used as alternative test items if you wish to readminister the test following a period of teaching.
- Kindergarten - Year One:** Begin with phoneme level task 4.0. If students are unable to complete these phoneme level tasks then administer the supplementary tasks on page 2.
- Year 2+:** Begin with subtest 8.0. If the child is struggling to complete these upper primary phoneme level tasks then administer the lower primary phoneme level tasks starting at 4.0.
- Stopping Rule:** Discontinue a subtest after a score of 0 on one subtest, or a score of 1 on two consecutive subtests. If this occurs, move to the next subtest so students can demonstrate their skills on other phoneme task levels. You may also go back to a previous level (see above) to determine what phonological awareness skills they do have.

Supplementary Test Items

- Subtest 1.0: Administer ALL 8 Discrimination items
- Subtest 2.0: You may choose to use another type of visual support for these syllable level tasks instead of the drum pictures e.g. clapping, body parts etc. Ensure these remain consistent for all students tested.
- Subtests 11.0 and 11.1: Administer sound-letter links subtests to **children mid-PP or older**. Administer items 1-6 for PP- Year One and 1-12 for Year 2+.

Scoring

- To achieve competency for each subtest, the child will need to achieve a percentage of 76-100% correct.

DISCRIMINATION	1.0	%	SYLLABLE	IDENTIFICATION	BLENDING	SEGMENTING	MANIPULATION	
Onset-Rime	3.0	%	2.0	%	%	%	%	
Phoneme	4.0	%	5.0	%	6.1	%	9.0	%
	4.1	%	5.1	%	7.0	%	10.1	%
	4.2	%	6.0	%	7.1	%	10.2	%
		%	8.0	%		%		%
Sound-Letter	11.0	%	11.1	%		%		%

West Coast Language Development Centre - Outreach

Score Analysis:

- RED: 0-24% (Intervene with strategic support and refer)
- ORANGE: 25-60% (Intervene and monitor closely)
- YELLOW: 61-84% (Monitor closely and consolidate skills)
- GREEN: 85-100% (Extend skills and challenge)

Do Not Distribute

Working Together to Change Futures



Department of
Education

A. The RAT-R assess the critical precursor skills for reading and spelling. Phonological Awareness and phonemic awareness are the best predictors of reading outcomes in later years. By assessing students early in their schooling (kindy & pre-primary) educators can intervene early if needed.

A. Yes, the RAT-R can be used at various times in the year to check students have consolidated taught skills. However, educators don't need to re-test any areas students have consolidated (strategic re-testing). This helps with time efficiency in follow-up testing

