

# **French Reading Assessment Comparison Chart 2025**



**SOOKE  
SCHOOLS 62**  
Shaping Tomorrow Today  
Façonner l'avenir, aujourd'hui

## Introduction

This chart offers a quick overview of various assessment tools currently available to evaluate reading in French Immersion across grade levels. It is not meant to be comprehensive; each tool has unique features, and variations exist in how they are applied. Because of this, it's not possible to capture every detail with complete accuracy. Use this chart as a starting point to compare tools, identify where certain elements of reading may or may not be captured, and decide which assessments best suit your needs. In doing so, the chart can also support you in developing more complete reader profiles. For deeper understanding, always refer to the official documentation for each assessment. Finally, keep in mind: no single assessment captures all the skills and processes involved in becoming a strong reader.

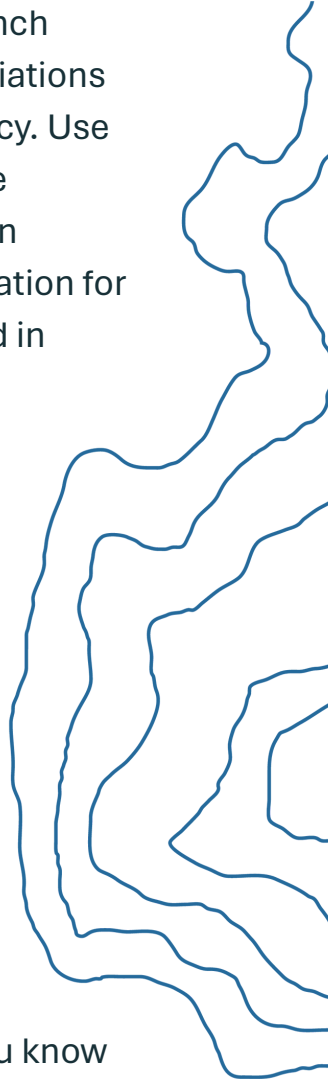
## How to Use the Chart

The chart is designed to be a quick-reference tool. Use it to:

- Orient yourself to the features of each assessment tool.
- Compare similarities and differences across grade levels.
- Notice gaps where certain elements of reading may not be assessed.
- Select tools that best fit your assessment purposes.

## About the Legend

A legend is provided before the chart to make navigation easier. It explains the broad categories used, so you know what you're looking at when reading across the chart. Reviewing the legend first will help you interpret the chart more accurately. For example, within Phonological Awareness (PA), PA is expanded into subcomponents (FL, S, NW, B) so you can see progression at a glance. Similarly for Comprehension (COMP) and Text type; a legend is provided directly below the table for quick reference.



## Legend:

**LN:** the ability to identify and name letters

**PA:** Phonemic Awareness:

**FS** = First letter sound

**S** = Segmentation,

**Phonics:**

**P** = Precision

**NW** = Nonsense-words

**F** = Fluency

**Comp:** Comprehension:

**R** = Retell (student uses their own words to paraphrase important parts of story)

**OQ** = Oral Question: student replies to other questions (5 W)

**WR** = Written Response (words or drawings)

**Text:**

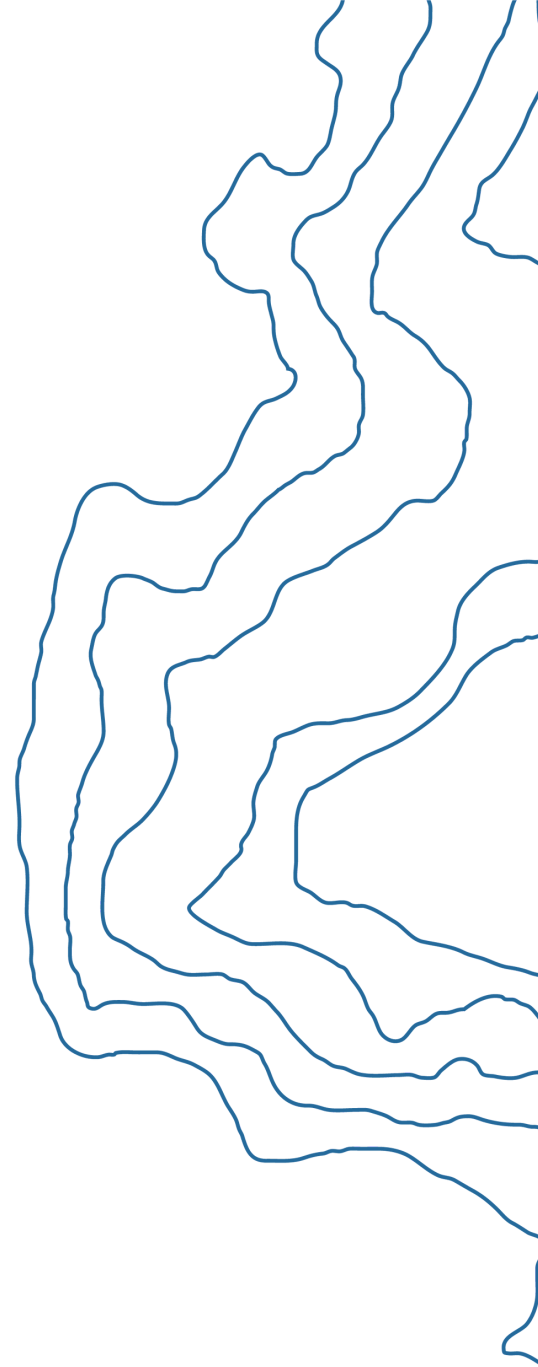
**N** = Narrative

**I** = Informational

**V** = Visuals

**L** = Leveled text (note: form of leveling varies by tool-see particular tool)

**TM** = Time: approximate time per student to administer and score



# Assessment tools

Assessment Tool	Grade	LN	PA		Phonics		F	Comp		Text	TM	Misc
			FS	S	N W	PR		R	OQ	N I V L		
Acadience	K	✓	✓	✓	✓						5	Content and proficiency within the same category vary by grade; some overlap; some starting at year end. FI norms up to grade 2
Acadience	1	✓		✓	✓	✓	✓	✓		I	6-7	Text without visuals
Acadience	2				✓	✓	✓	✓		I	6-7	Text without visuals
Trousse GB Plus	K–6					✓	✓	✓	✓	N, V (1-15) N, I, V (15-30)	10	Two kits; also see tableau de correlation
FIEPRA (whole class; small group)	K-7					✓	✓	✓	✓	I, V, L	N/A	Written responses, drawing; spring fall administration using common text
FIEPRA (small group)	K-3					✓	✓	✓	✓	I, V, L	15	Written responses, drawing; throughout the year; student choice of text from range of choices
Décode	1					✓	✓	✓	✓	N, V, L	15	Levels 1-3; 2 options per level for total of 6
Décode	2					✓	✓	✓	✓	N, V, L	15	Levels 4-6; 2 options per level for total of 6

Anne-Marie Bilton & Sooke School District

