

Actions to Improve Early Literacy in Saskatchewan

Principals and Teachers:

Beginning in September 2026, all students in Kindergarten to Grade 3 will be screened using either the suite of tools in the Provincial Reading Screeners or one of the approved screeners.

Actions to Improve Early Literacy Portal

The Actions to Improve Early Literacy (AIEL) Portal, available through Blackboard, serves as the primary source for all information, tools and resources required to implement the Provincial Reading Screeners, including:

- communication supports;
- technical report;
- administration schedules;
- screener tools (scripts, student cards and score sheets); and,
- demonstration videos.

Teachers and administrators are expected to use the AIEL Portal as their central reference point before, during and after literacy screening activities.

Kindergarten to Grade 3 reading is a key priority for Saskatchewan.

Students who learn to read by Grade 3 will read to learn in higher grades.

Accessing the Early Literacy Portal

Accessing the portal includes a one-time enrolment using education organization credentials. Some teachers may have more than one Blackboard account, in which case

Network Services recommends that these teachers contact STaNS@gov.sk.ca to have their accounts merged.

Click either of the links below to request access:

- [Enrol in Actions to Improve Early Literacy Portal](#)
- [S'inscrire au portail : Actions pour améliorer l'alphabétisation précoce](#)

If your school or education organization is not listed, email STaNS@gov.sk.ca to request enrolment, including your name, email address and Blackboard username if you have one.

Once enrolled, use the links below to log in and access the portal on subsequent visits:

- earlyliteracy.edonline.sk.ca
- alphabetisationprecoce.edonline.sk.ca

Actions to Improve Early Literacy Questions and Answers

Are the screeners aligned to curriculum?

Yes. The English reading scope and sequence was piloted and finalized in 2025-26. The Provincial Reading Screeners reflect the progression of reading skill acquisition in the scope and sequence.

The English oral and written scope and sequence will be piloted in 2026-27.

The Ministry of Education will continue to review the curricula for French immersion and French as a first language and will begin

developing scope and sequence documents for these two language groups during the 2026–2027 school year.

Who will be screened?

All students in Kindergarten to Grade 3. Please see the AIEL Administration Procedures document for more detailed information on exemptions and accommodations.

When will the screeners be administered?

Administration windows for the 2026-27 school year are:

- Fall: September 21 – October 9
- Winter: January 18 – February 5
- Spring: May 10 – May 28

Please refer to the administration schedules on the AIEL Portal for detailed information regarding which screeners are administered during each window to each grade.

How will the data be recorded?

Teachers will enter student results from the screener in the AIEL Data Platform, which can be accessed at:

studentassessment.saskatchewan.ca

Data entry guides will be provided to support teachers in this process and will be posted on the AIEL Portal on Blackboard.

How are results calculated?

Student results are compared to Saskatchewan norms for students in the same grade, language group and screening window. These norms will be calculated through a norm study in the 2026-27 school

year with select classrooms that are representative of the province.

When will results be available?

In 2026-27, the norms will be calculated shortly after the administration window closes and made available to teachers to support their identification of students who require additional supports.

In subsequent years, established provincial cut scores from the norm study will be applied automatically when reports are generated through the AIEL Data Platform.

How are screener results used?

Students who score at or below the 25th percentile are identified as “Requiring Additional Supports”. Teachers can use this information to provide targeted interventions to support students in acquiring foundational literacy skills. Organizations may choose their intervention resources; suggested intervention materials are provided on the AIEL Portal.

What will be reported?

Results will be communicated in a classroom level summary report in 2026-27, along with instructional recommendations for students who require additional supports. Individual student reports will be available in subsequent years.

The ministry will engage with the sector to discuss what reporting will look like in the 2026-27 school year.