

FIRST GRADE PRE-SCREENING

The First Grade Pre-Screening is designed to be used at the start of the first grade school year so that teachers can obtain information about their incoming students. This information is intended to give teachers insight about what math and reading skills a student may or may not have at the beginning of the year. The information can aid teachers in planning instruction that will meet the needs of each student.

The First Grade Pre-Screening is designed to be given in a short amount of time and to provide a simple snapshot of a student's skills. It is a first step in a relationship between the student and the first grade teacher. As the school year begins, daily interactions will allow the teacher to learn even more about the student. This will allow him or her to tailor instruction most appropriately.

The First Grade Pre-Screening addresses skills based on *Indiana's Academic Standards –Kindergarten*.

The inventory covers skills in:

- ❖ Counting
- ❖ Sorting and Classifying
- ❖ Patterns
- ❖ Phonemic Awareness
- ❖ Decoding and Word Recognition
- ❖ Identifying Numerals
- ❖ Adding and Subtracting
- ❖ Identifying Letters
- ❖ Phonics
- ❖ Comprehension

The First Grade Pre-Screening is *not* intended to show mastery of standards or influence report card grades.

Day-to-day observations of students in conjunction with direct assessments should be used to determine mastery of standards.

The First Grade Pre-Screening is not intended to identify students for special education services.

*The results of **the First Grade Pre-Screening** may identify students who exhibit extreme difficulty with certain tasks or who display performance far beyond what is expected for their age. These students may require further monitoring or assessment.*

Teachers who would like to assess their students' reading skills in greater depth may wish to use the **First Grade Baseline Assessment**.

First Grade Pre-Screening

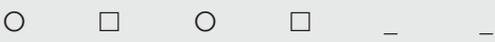
Student's Name _____ Date of Screening _____ Teacher _____

1 Math K.1.6	Mathematics: Number Sense – Rote Counting Have the student count to 20. Circle each correct response below. <i>Note: Circle the last number that the student reaches without any errors. It is not necessary for students to count past twenty. If a student continues counting, you may want to record how far s/he can count in the comments section below.</i>									Score 5 points for counting correctly to 20. Score 4 points for reaching 16.. Score 3 points for reaching 12. Score 2 points for reaching 8. Score 1 point for reaching 4. Score 0 points for reaching 1,2, or 3.	
	Say: Count as high as you can.										
	1	2	3	4	5	6	7	8	9		10
	11	12	13	14	15	16	17	18	19		20
<i>Comments:</i>									/5		

2 Math K.1.6	Mathematics: Number Sense – Identifying Numerals Use Student Form A. Have the student identify numbers 1-20, in the order in which they are presented. Circle each correct response below.									Score 0.5 points for each correct answer. Round up to the nearest whole number.
	Say: Tell me the name of each number that I point to.									
	1	9	5	12	3	8	4	2	18	
7 10 19 11 14 15 13 16 20 17									/10	
<i>Comments:</i>										

3 Math K.3.1	Mathematics: Algebra and Functions – Sorting and Classifying Cut out the ladybugs (and leaf) from Student Form B. Show the student ten ladybugs. Put all of the shaded ladybugs in one group and the non-shaded bugs in another.									Score 2 points for each correct response.
	Say: How many groups of ladybugs did I make? (2)									
	Say: Look at the groups of ladybugs. How did I decide which ladybugs to put in each group? (e.g., They are the same color.)									
	Say: Sort the ladybugs into groups by the number of spots they have.									
	Say: Now sort the ladybugs into groups in another way.									
	Say: How did you decide which ladybugs to put in each group? (e.g., big ladybugs/little ladybugs)									
<i>Comments:</i>									/10	

4 Math K.2.1 K.2.2	Mathematics: Computation – Adding and Subtracting		Score 2 points for each correct answer.
	Continue to use the ladybugs and leaf from Student Form B. Show the student any two of the ladybugs.		
	Say: Let's count these ladybugs together: 1, 2. Two ladybugs crawled under the leaf.		
	Cover the two ladybugs with the leaf.		
	Say: One ladybug crawled out.		
	Pull one ladybug out from behind the leaf without showing the other ladybug.		
	Say: How many ladybugs stayed under the leaf? (1) 0 2		
	Put two bugs on top of the leaf, leaving 0 underneath. Show the student two additional bugs (keep them in your hand).		
Say: If I add 2 more ladybugs how many ladybugs will be on the leaf? (4) 0 2			
Add the two ladybugs to the leaf. Cover all four ladybugs with the leaf and then expose two of them.			
Say: How many ladybugs stayed under the leaf? (2) 0 2			
Put four ladybugs on top of the leaf. Show the student one additional ladybug (keep it in your hand).			
Say: If I add 1 more ladybug, how many will be on the leaf? (5) 0 2			
Put five ladybugs under the leaf. Expose 2.			
Say: How many ladybugs stayed under the leaf? (3) 0 2			
Comments:			/10

5 Math K.3.2	Mathematics: Algebra and Functions – Copying Patterns		Score 1 point for each correct answer (5 points total for verbal and 5 points total for drawing/writing).
	Use Student Form C Patterns. Have the student verbally complete each pattern. Then ask him or her to draw or write to complete each pattern. Show the student the shape pattern.		
	Say: Look at this shape pattern: circle, square, circle, square. What two shapes come next in this pattern?		
			
Say: A circle and a square come next. Draw a circle . Draw a square .		verbal 0 1 2	
Say: What comes next in this pattern?		drawing 0 1 2	
2, 3, 4, 2, 3, 4, __, __, __		verbal 0 1 2 3	
Say: The numbers 2, 3, 4 come next. Write the number 2 . Write the number 3 . Write the number 4 .		writing 0 1 2 3	
Comments:			/10

6 E/LA K.1.6 K.1.19	English/Language Arts: Concept About Print – Alphabet Have the student complete the alphabet on Student Form C Alphabet. Circle each correct response below.	Score 1 point for each correct answer.
	Say: Finish the alphabet by writing the missing letter in each blank.	
	a b _ _ e _ g _ i _ _ l _ n o p _ r s t u v _ _ y z. c d f h j k m q w x	
<i>Comments:</i>		/10

7 E/LA K.1.10 K.1.11	English/Language Arts: Phonemic Awareness – Beginning/Ending Sounds and Rhyming Have the student recite words that begin and end with the same sound. Write student responses on the lines below.	Score 2 points for each correct response.	
	Say: Tell me another word that begins with the same beginning sound as these words: <i>door, dog, dance.</i> _____		0 2
	Say: Tell me another word that begins with the same beginning sound as these words: <i>toy, test, teach.</i> _____		0 2
	Say: Tell me another word that ends with the same ending sound as these words: <i>cake, take, shake.</i> _____		0 2
	Say: Tell me another word that ends with the same ending sound as these words: <i>free, me, tree.</i> _____		0 2
	Say: <i>Hat</i> and <i>bat</i> rhyme. Tell me another word that rhymes with these words: <i>hat</i> and <i>bat.</i> _____		0 2
<i>Comments:</i>		/10	

8 E/LA K.1.11 K.1.14	English/Language Arts: Phonics – Decoding and Word Recognition Use Student Form D. Have the student write the words you say.	Score 1 point for each correct letter.	
	Say: You are going to write words on this page. Put your finger on the star. Write the word <i>log</i> on the line. I sat on a <i>log</i> in the forest. Write the word <i>log</i> .		0 1 2 3
	Say: Put your finger on the hand. Write the word <i>set</i> . I <i>set</i> my keys on the table. Write the word <i>set</i> .		0 1 2 3
	Say: Put your finger on the key. Write the word <i>zip</i> . He can <i>zip</i> his coat. Write the word <i>zip</i> .		0 1 2 3
	Say: Put your finger on the scissors. Write the word <i>rub</i> . You can <i>rub</i> sunscreen on your legs. Write the word <i>rub</i> .		0 1 2 3
	Say: Put your finger on the pencil. Write the word <i>van</i> . They rode in a blue <i>van</i> . Write the word <i>van</i> .		0 1 2 3
<i>Comments:</i>		/15	

9 E/LA K.1.15	English/Language Arts: Decoding, Word Recognition, and Comprehension Have the student read Student Form E and circle each correct picture. Mark each correctly read word below. For scoring purposes – circle 0 for incorrect and 1, 2, 3, or 4 for the number of correct responses.		Score 1 point for each word read correctly (the words a and the do not count). Score 1 point for correctly matching the sentence to the picture.
	Say: Read the first sentence and circle the picture that goes with the sentence. <i>(The) pig sat on (a) box.</i>	0 1 2 3 4 <i>picture match</i> 0 1	
	Say: Read the sentence and circle the picture that goes with the sentence. <i>(A) cat is in (the) mud.</i>	0 1 2 3 4 <i>picture match</i> 0 1	
<i>Comments:</i>			/10

10 E/LA K.3.2	English/Language Arts: Comprehension		Score 10 points for a plot retelling that makes sense. Score 5 points for a vague or confusing retelling. Score 0 points for no attempt.
	Say: Tell me about a favorite story. (Write or paraphrase student's story below.)		
	<i>Comments:</i>		
			/10

Additional Comments and Observations:

Does student:

Attempt tasks willingly? Y / N

Pay attention to tasks? Y / N

Hold pencil correctly? Y / N

Need speech evaluation? Y / N

Notes:

Total: <div style="text-align: right;">/100</div>

1 9 5 12

3 18 4 2

18 6 7 10

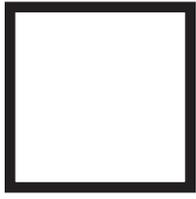
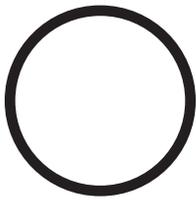
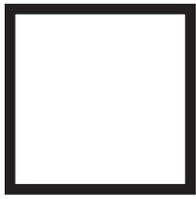
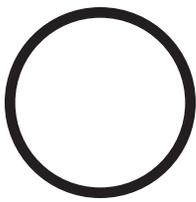
8 11 14 15

13 16 20 17



5 – Shape Identification

Patterns



2

3

4

2

3

4



Alphabet

a b

e

g

i

n o p

r

s t

u v

y z



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



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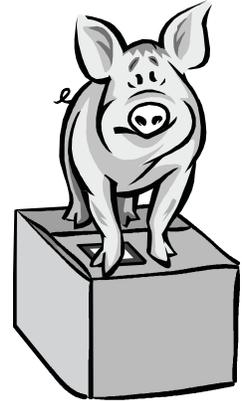
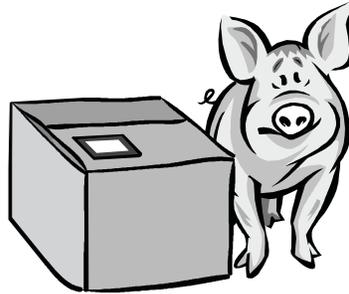
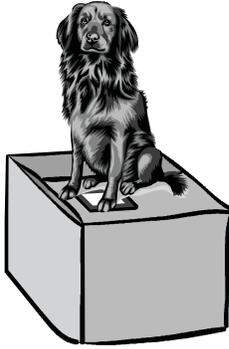


Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.



Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

The pig sat on a box.



My cat is in the mud.

