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Kindergarten Screening English Version

The initial screening of all incoming kindergarten students is recommended in order to group students to provide differentiated instruction to meet individual needs.

The screening consists of items that assess student knowledge of oral language, phonological awareness, phonics and math concepts. There is an optional speech/language assessment included.

The directions for each item are provided in the student record form. Once all items have been presented, scores are transferred on to the student cover sheet to provide an overall look at the student strengths and weaknesses. Teachers may use the scores to place students in groups with similar needs for effective instruction.

Additional manipulative items are needed to complete the screening.
- 15 counters of any type for counting and one to one correspondence (the following is drawn on the picture sheets, you may wish to use those or the following materials – have teacher decide).
  (There is a stimuli page at the end of the test with colors and shapes etc.)
- 5 shapes made of any materials (in the Spanish version shapes are found in the test itself and on the page with picture stimuli. Shapes: triangle, circle, rectangle, square all different colors and additional circle that is the same color as the triangle. These will be used to identify the concepts of same and different.
  Construction paper squares of 11 specific color on screening to assess color recognition (or use the color blocks found in the Illustration Sheets).
  Spatial concepts pictures  Math assessment items
  Letter recognition items  Numeral recognition items

How to Score the Kindergarten Initial Assessment.

Any item in the Exceeds column gets 2 points
Any item in the Meets column gets 1 point
Any item in the Below column gets 0 points
Kindergarten Screening Evaluation - First Page

Name/# Id. ___________________________  School __________________________
Birth Date ___________________________  Evaluation Date _______________________

Scoring based on **Below Level, Meets, or Exceeds**

Reading Score: __________  Math Score: __________
Speech & Language __________  ESOL __________

Comments: ______________________________________________________

______________________________________________________________

Any item in the **Exceeds** column gets **2 points**.
Any item in the **Meets** column gets **1 point**.
Any item in the **Below** column gets **0 points**.

Write the total points for each section here:

<table>
<thead>
<tr>
<th></th>
<th>Below Level</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Can tell own first and last name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Recognizes first name in print</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Repeats an 8 to 10 word sentence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Tells a simple sequential even in three parts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Distinguishes beginning sounds using pictures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Recognizes rhyming pairs of words orally</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Distinguishes words in oral sentences (word awareness)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Recognizes upper case alphabet letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Recognizes lower case alphabet letters</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Can read simple words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Knows colors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Spatial concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Identifies concepts of same/different in basic shapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Can recognize shapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Math**        |             |       |         |
| 15. Can count sequentially |             |       |         |
| 16. Can count objects (one to one correspondence) |             |       |         |
| 17. Identify numbers |             |       |         |
| 18. Concept of more, tallest, shortest |             |       |         |
| 19. Counting objects |             |       |         |
| 20. Comparing sets |             |       |         |
| 21. Extending a pattern |             |       |         |
| 22. Problem Solving |             |       |         |
| **Total Math**  |             |       |         |

**Speech and Language**
Kindergarten Screening Evaluation Results

Mark each column that corresponds to the correct number of items:

<table>
<thead>
<tr>
<th></th>
<th>Below Level (0 points)</th>
<th>Meets (1 point)</th>
<th>Exceeds (2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Can tell own first and last name</td>
<td>NO</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>Recognizes first name in print</td>
<td>NO</td>
<td>Yes</td>
</tr>
<tr>
<td>3.</td>
<td>Repeats an 8 to 10 word sentence</td>
<td>NO</td>
<td>Yes</td>
</tr>
<tr>
<td>4.</td>
<td>Tells a simple sequential event in three parts</td>
<td>NO</td>
<td>Yes</td>
</tr>
<tr>
<td>5.</td>
<td>Distinguishes beginning sounds using pictures</td>
<td>0-2</td>
<td>3-4</td>
</tr>
<tr>
<td>6.</td>
<td>Recognizes rhyming pairs of words orally</td>
<td>0-1</td>
<td>2-3</td>
</tr>
<tr>
<td>7.</td>
<td>Distinguishes words in oral sentences (word awareness)</td>
<td>0</td>
<td>1-2</td>
</tr>
<tr>
<td>8.</td>
<td>Recognizes upper case alphabet letters</td>
<td>0-5</td>
<td>6-19</td>
</tr>
<tr>
<td>9.</td>
<td>Recognizes lower case alphabet letters</td>
<td>0-5</td>
<td>6-19</td>
</tr>
<tr>
<td>10.</td>
<td>Can read simple words</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>11.</td>
<td>Knows colors</td>
<td>0-5</td>
<td>6-9</td>
</tr>
<tr>
<td>12.</td>
<td>Spatial concepts</td>
<td>0-4</td>
<td>5-6</td>
</tr>
<tr>
<td>13.</td>
<td>Identifies concepts of same/different in basic shapes</td>
<td>NO</td>
<td>Sí</td>
</tr>
<tr>
<td>14.</td>
<td>Can recognize shapes</td>
<td>0-2</td>
<td>3-4</td>
</tr>
</tbody>
</table>

**Total Reading**

<table>
<thead>
<tr>
<th>Math</th>
<th>Below Level (0 points)</th>
<th>Meets (1 point)</th>
<th>Exceeds (2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.</td>
<td>Can count sequentially</td>
<td>0-5</td>
<td>6-10</td>
</tr>
<tr>
<td>16.</td>
<td>Can count objects (one to one correspondence)</td>
<td>0-5</td>
<td>6-10</td>
</tr>
<tr>
<td>17.</td>
<td>Identify numbers</td>
<td>0</td>
<td>1-2</td>
</tr>
<tr>
<td>18.</td>
<td>Concept of more, tallest, shortest</td>
<td>1</td>
<td>2-3</td>
</tr>
<tr>
<td>19.</td>
<td>Counting objects</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>20.</td>
<td>Comparing sets</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>21.</td>
<td>Extending a pattern</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>22.</td>
<td>Problem Solving</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Math** | 1-3 | 4-8 | 9-11 |

**Speech & Language**
Kindergarten Screening Parent Review

Prints first name: ________________________

Repeats an 8 – 10 word sentence.
Tells a simple sequential event.

Initial sounds
Rhyming words

Knows the following upper case letters:

B F H A C X S O E G K N

Q P D I L R V J W U M Z Y T

Knows the following lower case letters:

d g h w o a e j s l k f c i y q m r p u n

t v x z

Colors: red verde black pink orange blue brown
grey yellow purple white

Spatial Concepts: above in the middle below in front of
on under inside outside in next to same
different

Can identify shapes: circle square triangle rectangle
oval diamond

Counting out loud 1 – 20 +

Counting objects: 1 – 15 +

Knows the concepts of: more, tallest, shortest

Identifies numbers: 2 5 0 6 1 3 7 10 8 4 9 13

19 12 15 11 17 20 14 16 18
Kindergarten Initial Assessment

Name ____________________________________________________

Use a + or a − scoring for each item. Record results on the first page.

1. __Can tell own first and last name. Ask student to tell you his/her name.
2. __Recognizes first name in print. Show student printed name at top of page. Ask child, 
   “Do you know what this says?”
   Student can respond to the following:
3. Give two examples that are not scored. "I see a dog." Ask the child to repeat the sentence. 
   "That is a pretty flower." Ask the child to repeat the sentence. Now ask the child to 
   repeat the following sentence: 
   "The boy ran all the way home from the park." Score this item.
4. Tell a simple sequential event of three parts. 
   ____ Ask the child, What did you do after you woke up today?" Wait for response. 
   Then ask, "What did you do next?" Wait for response. Then ask, "What did you do next?"
   (Responses will either be in a logical sequence or not.)
5. Distinguishes beginning sounds using pictures 
   Child will look at pictures on other page. Tell the child, "Look at the duck, pig, hammer and 
   sock. "Which one starts with the "p" sound?" Do not say the letter, only pronounce the 
   sound. "Which one begins with the “h” sound?" "Which one begins with the "d" sound?"
   Repeat the four picture names each time you ask for a sound if needed.
   Record ___ P ___ H ___ D

   "Now look at the ladder, gum, zebra and table. Which one begins with the "t" sound? Which 
   one begins with the “g” sound? Which one begins with the “l” sound?"
   Record _____T _____G _____L
6. **Recognizes rhyming pairs of words orally**

Tell the child, "These words rhyme "cat - fat". These words **do not** rhyme, "dog - doll". I will say two words. You tell me if they rhyme or not: cup - turtle _____, mouse - house _____, sink - road _____, ladder - lake _____, clock - block _____.

7. **Distinguishes words in oral sentences (Word Awareness)**

Tell the child, "I will tell you a sentence. You use your fingers to count the number of words that I say." Give example that is not scored: "I see a dog." How many words did I say?

Listen again: "The cat is black. How many words did I say?" _____
"Mommy plays with me. How many words did I say?" _____
"School is fun. How many words did I say?" _____

**Recognizes alphabet letters**

Students will look at the enlarged letters on the Illustration Sheets. Point to each letter and say, "Tell me the name of this letter." Record individual responses below. Total correct responses are recorded on the Kindergarten Screening Evaluation page.

8. **___ Upper Case Letters** Enter the correct responses here.

| B | F | H | A | C | X | S | O | E | G | K | N | Q | P | D | I | L | R | V | J | W | U | M | Z | Y | T |

9. **___ Lower Case Letters** Enter the correct responses here.

| d | g | h | w | o | a | e | j | s | l | b | k | f | c | i | y | q | m | r | p | u | n | t | v | x | z |

10. **Can read simple words**

The words can be found in the Illustration Sheets. Point to the group of four words and say, "Look at these words. Can you read them?" Mark the responses below and the total correct responses on the Kindergarten Screening Evaluation page.

    ____the  ____you  ____can  ____set
Name __________________________

Use a + or – for scoring each item. Show the student the colors on the Illustration Sheets. Ask the student to give you the name of each color. Mark the correct response on the Kindergarten Screening Evaluation page.

11. Knows the following colors: __red __blue __yellow __orange __pink __gray __green __ purple __ brown __ black __white

12. Spatial Concepts:
   Students will look at pictures on the Illustration Sheets. Point to the pictures as you say, "This is a panda bear and this is a bookshelf".
   "Point to the picture that shows the bear on the top shelf."
   "Point to the picture that shows the bear on the middle shelf". Then,
   "Point to the picture that shows the bear on the bottom shelf". Mark the answers.
   "Point to the picture of the present and say," This is a present."
   "Point to the picture of the bear standing on the present."
   "Point to the picture of the bear standing in front of the present."
   "Point to the picture of the bear standing beside the present." 
   "Point to the picture of the bear standing under the present."
   "Point to the picture of the bear standing over the present."
   "Point to the picture of the bear that is in the present." Mark responses.
   ___ on ___ front ___ beside ___under ___ over ___ in

13. Identifies concepts, ___same and ___ different in basic shapes.
   Use the shapes on the Illustration Sheets. Ask child to "Find two shapes that are the same." Then ask, "Find two shapes that are different.

14. Can recognize shapes: Child will look at larger shapes on the Illustration Sheet. Point to each shape and ask child, "Tell me the name of this shape." Do not give names of shapes.

[Diagram of shapes: rectangle, square, oval, diamond, triangle, circle]
**Initial Math Evaluation**

Use a + and - scoring for each item. Record total score on cover sheet. Use the Illustration Sheets provided for the student to select their response as the screening administrator gives the direction and records the responses.

15. Can count sequentially to _______.
   Ask the child to count orally to 30. Record the highest number counted correctly.

16. Counting objects (There are 4 items which test this skill. Each counts as one item on the screening.) Use the illustrations on the Illustration Sheet.

17. **Identify Numbers**
   Students will look at the numbers on the Illustration Sheet. Point to each number and say, "Tell me what this number is." Record individual responses below. Total correct responses are recorded on the Kindergarten Screening Evaluation page.
   ____ 0-10          ____11-20

18. **Concept of:**
   ___ more         Tell the child, "Look at the buckets. Point to the one that can hold more sand."
   ___ tallest      Tell the child, "Look at the boys. Point to the tallest one."
   ___ shortest     Tell the child, "Look at the toothbrushes. Point to the shortest one."

19. **Counting objects:** (There are four items which test this skill. Each counts as one item on the screening.)
   ___ fishbowls "Count the fishbowls. Then point to the number that tells how many fishbowls you see."
   ___ ice cream cones "Count the ice cream cones. Then point to the number that tells how many cones you see."
   ___ suns "Count the suns. Then point to the number that tells how many suns you see."
   ___ cars "Count the cars. Then point to the number that tells how many cars you see."

20. **Comparing sets** (There are two items which test this skill. Each counts as one item on the screening.)
   ___ planes and boats "Look at the row of planes and boats. Point to the row that has less in it."
   ___ fire trucks and bicycles "Look at the row of fire trucks and bicycles. Point to the row that has more in it."
21. **Extending a Pattern**
   
   Point to the pictures as you say the words. “Look at these pictures - moon, star, moon, star, moon, star. They make a pattern. Which picture should come next in the pattern?” Point and repeat words again and then have child respond as you point to the blank line indicating where the next picture should be.

22. **Problem solving**
   
   Put three disks on the table. Point to the disks. Tell the child, “Pretend that these are balls for the dogs. Look at the dogs. Each dog wants a ball.” Point to the box next to the dogs. “This is where the dogs keep their balls. Put enough balls in the box so that each dog will have a ball.”

   Total Math Assessment score now and enter on the Kindergarten Evaluation page (11 correct responses possible).
Kindergarten Initial Speech/Language Assessment

Use a + and − scoring for each item. Record exact words of incorrect responses on the line. If the child scores less than 8 correct items, circle “Speech/Language” at the top of the cover sheet and consult with the Speech/Language Pathologist at the school.

Each item attempts to elicit specific words, word tenses or parts of speech in the response. The bold words or endings show the correct response. You may need to repeat the directions in order to get the response desired. If the child is unable to respond after the directions have been repeated, mark the item as incorrect and indicate no response on the line.

1. Point to picture #1 and say, “She is blowing bubbles.”
Point to picture #2 and say, “What is the boy doing?”
He ___ ing ___ Correct response: He is blowing bubbles.

2. Point to picture #1 again and say, “What is the girl doing?”
She ___ Correct response: She is blowing bubbles.

3. Point to picture #3 and say, “What are the people doing?”
They ___ Correct response: They are singing or reading.

4. Now give the child the next page recording sheet of this assessment where he/she is asked to “Write your first and last name on the line.” While writing, say, “What are you doing now?”
I am ___ Correct response: I am writing my name.

5. Point to picture #4 and say, “The bird belongs to the girl. Whose bird is it?”
Girl’s ___ Correct response: It is the girl’s bird.

6. Point to picture #5 and say, “The skateboard belongs to him. Whose skateboard is it?”
His ___ Correct response: It is his.

7. Point to picture #6 and say, “The bicycle belongs to her. Whose bicycle is it?”
Hers ___ Correct response: It is hers.
8. Point to picture #7 and say, “The car belongs to them. Whose car is it?”
theirs ___ Correct response: It is theirs.

9. Point to picture #8 and say, “What did the boy do?”
kicked ___ Correct response: He kicked the ball.

10. Point to picture #9 and say, “What happened to the glass?”
Broke or broken ___ Correct response: He broke it. It was broken.

11. There is no picture clue for this item. The desired response is for the child to ask a question using one of the words below. Say to the child, “Now it is your turn to be the teacher. Ask me a question.” If the child asks a question, but uses another appropriate question word, tell the child to ask another question. Indicate which word the child used. Write the question asked on the line.

   who ___  what ___  where ___  when ___  why ___

   __________________________________________________________

Have child write first and last name. This is item #4 on the previous page.
Illustration Sheet

5.

B     F     H     A     C     X     S     O
E     G     K     N      Q     P     D     I
L     R     V     J     W     U    M     Z
Y     T

8. Upper case alphabet letters

B F H A C X S O
E G K N Q P D I
L R V J W U M Z
Y T
9. Lower case letters

d    g    h    w    o    a    e    j
s    l    b    k    f    c    i    y
q    m    r    p    u    n    t
v    x    z

10. Read simple words

the             you         can        set

11. Colors

![Red](#)  ![Blue](#)  ![Yellow](#)  ![Orange](#)
![Pink](#)  ![Gray](#)  ![Green](#)  ![Purple](#)
![Brown](#)  ![Black](#)  ![White](#)
12. Spatial Concepts Pictures
17. Identify numbers:

2  5  0  6  1  3

7  10  8  4  9  13

19  12  15  11  17  20  14

16  18
18. Point to the bucket that can hold more sand.

Point to the tallest one:
Point to the shortest one:

19. Point to the number that tells how many:

Point to the number that tells how many.

6 7 8

4 3 5
Point to the number that tells how many.

1                         2                        3

Point to the number that tells how many.

1  2  3

5  7  6
20. Point to the row that has less in it.

Point to the row that has more in it.
21. Tell me what comes next in the pattern.
22. Place a ball inside the square for each dog.
Speech & Language

1. Child blowing bubbles
2. Child with speech bubble
3. Singing children
4. Girl with dance moves
5. Boy with speech bubble
6. Girl riding a bike
7. Family in a car
8. Soccer player
9. Broken glass