

# Kindergarten Screening Assessment Script

## Number/Letter Recognition

\_\_\_\_\_ 2 **Numeral/Letter Recognition:**  
\_\_\_\_\_ 1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
\_\_\_\_\_ 0 Letter: \_\_\_\_\_ Number: \_\_\_\_\_

### Procedures:

The examiner says, "Here is a sheet with some letters and numbers in mixed-up order. Can you point to a letter? Can you find another one? Can you point to a number? Can you find another one? If the student can accurately do both letters and numbers then say, "I'm going to point to some more numbers and I want you to tell me their names." If the student recognizes all the numbers to 10 continue by checking the numbers for 11-20. Star all numbers the student correctly identifies. If the student goes beyond the numbers to 10, put a + on the 2 line. Otherwise, put a check mark on the score point that describes the level the student was able to successfully demonstrate.

### Scoring:

- 2 Correctly Identifies and names some numbers from 1 to 10**
- 1 Correctly identifies an example of a letter and a number**
- 0 Incorrectly identifies a letter as a number or vice versa**

## Conservation

\_\_\_\_\_ 2  
\_\_\_\_\_ 1 **Conservation:    yes            no**  
\_\_\_\_\_ 0 **Counting On:    yes            no**

### Procedures:

The examiner hands the student five objects and asks, "How many is this?" If the student counts them accurately, the examiner spreads them apart and then asks the student, "Now, how many are there?" If the student answers correctly that there are still five, the examiner adds one more and then asks, "Now how many are there?" If the student goes beyond five, put a + on the 2 line. Otherwise, put a check mark on the score point that best describes the level the student was able to successfully demonstrate.

### Scoring:

- 2 Conserves and counts on from five**
- 1 Conserves but starts back at one instead of counting on**
- 0 Does not conserve or makes errors in counting the original set**

## 1 to 1 Correspondence

\_\_\_\_\_ 2 1:1 Correspondence  
\_\_\_\_\_ 1 0 1 2 3 4 5 6 7 8 9 10  
\_\_\_\_\_ 0

### Procedures:

The examiner says, "Take this group of objects and count them out loud to tell me how many there are all together." If the child counts beyond 10 objects ask him or her to keep counting and record the highest number of objects counted accurately. If the student goes beyond 10, put a + on the 2 line. Otherwise, circle the number the student misses and put a check mark on the score point that best describes the level the student was able to successfully demonstrate.

### Scoring:

**2 Tags and counts accurately to 10 or more**

**1 Tags and counts accurately to 7**

**0 Makes errors or counts to less than 7**

## Ten Frames 1 to 10

\_\_\_\_\_ 2 Ten Frame Instant Recognition  
\_\_\_\_\_ 1 0 1 2 3 4 5 6 7 8 9 10  
\_\_\_\_\_ 0

### Procedures:

The examiner says, "I am going to hold up some pictures of some sets of numbers in tens frames. Tell me what number of objects in the frames you think you see." Star the numbers the student recognizes. It is okay if the student has to stop and think about them or orally counts on from a number, but do not place the frame in front of the student and allow the student to physically tag and count. If the student can do all the sets up to five, go on to the numbers from 6 to 10. Circle any the student misses. If the student recognizes sets beyond 5, put a + on the 2 line. Otherwise, circle the number the student misses and put a check mark on the score point that best describes the level the student was able to successfully demonstrate.

### Scoring:

**2 Instantly identifies all sets of up to four or five objects**

**1 Instantly identifies sets of 3 or less**

**0 Makes errors or has to count sets**

## Numeral Writing

(Author's note: Although this question doesn't really assess any number sense issues, it is good as a check for motor coordination issues)

\_\_\_\_\_ 2 **Numeral Writing**  
\_\_\_\_\_ 1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
\_\_\_\_\_ 0

### Procedures:

The examiner says, "Start with zero and write all the numbers you know how to write on the back of this paper. I'll let you know when to stop." Star the numbers the student writes correctly and circle the ones she or he misses. If a student goes beyond 10, put a + on the 2 line. Otherwise, put a check mark on the score point that best describes the level the student was able to demonstrate successfully.

### Scoring:

- 2** Correctly writes at least three numbers between one and ten
- 1** Can write at least one number (reversals are OK)
- 0** Can't write any numbers

## Kindergarten Screening Interview Record Sheet (CCSS Version)

Name: \_\_\_\_\_

\_\_\_\_\_ 2 **Numeral/Letter Recognition:**  
\_\_\_\_\_ 1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
Letter: \_\_\_\_\_ Number: \_\_\_\_\_  
\_\_\_\_\_ 0

\_\_\_\_\_ 2 **Conservation:** Yes No  
\_\_\_\_\_ 1 **Counting On:** Yes No  
\_\_\_\_\_ 0

\_\_\_\_\_ 2 **1:1 Correspondence**  
\_\_\_\_\_ 1 0 1 2 3 4 5 6 7 8 9 10  
\_\_\_\_\_ 0

\_\_\_\_\_ 2 **Ten Frame Instant Recognition**  
\_\_\_\_\_ 1 0 1 2 3 4 5 6 7 8 9 10  
\_\_\_\_\_ 0

\_\_\_\_\_ 2 **Numeral Writing**  
\_\_\_\_\_ 1 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
\_\_\_\_\_ 0

Numeral and Letter Recognition Sheet - K

A

7

//

5

4

E

8

12

2

C

9

3

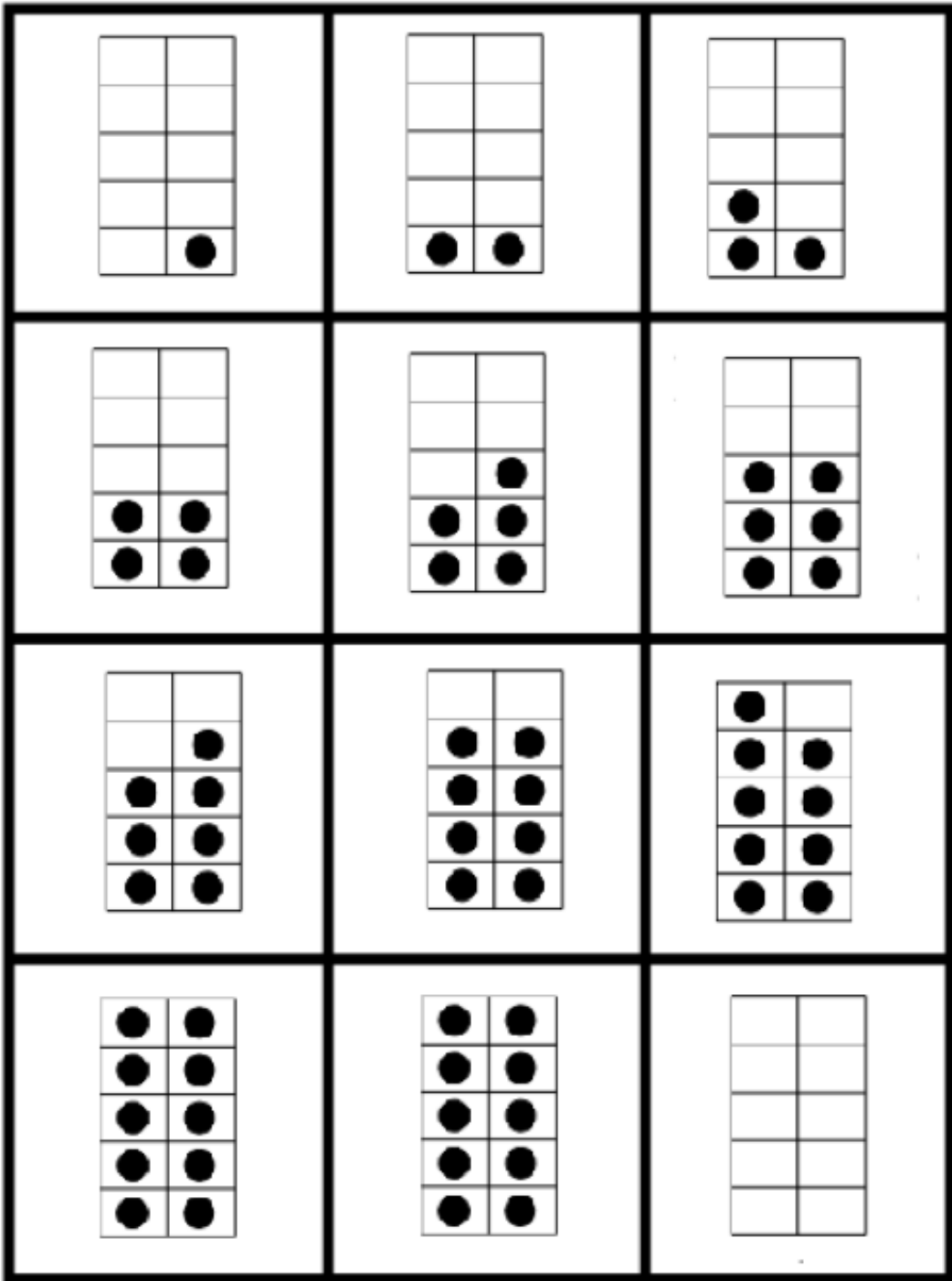
m

10

6

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# Ten Frames Flash Cards



# 1<sup>st</sup> Grade Screening Interview Assessment Script

## Numeral Recognition

____ 2	<b>Numeral Recognition/Comparison (KCC3, KCC7):</b>
____ 1	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
____ 0	Compare: _____

### Procedures:

The examiner says, "Here is a sheet with some numbers in mixed up order. Can you point to a letter? Can you find another one? Can you point to a number? Can you find another one? If the student can accurately do all four then say, "I'm going to point to some more numbers and I want you to tell me their names." If the student accurately names all the numbers, point to the 5 and ask the student if he or she can point to a number that is greater. If the student answers correctly point to the 8 and ask the student to identify a number that is less. If the student can accurately name all the numbers to 20 check to see if they can identify the random two and 3 digit numbers and record a + on the 2 line.

### Scoring:

- 2 Correctly Identifies numbers to 20 and compares numbers**
- 1 Correctly identifies the numbers to 10**
- 0 Incorrectly identifies numbers**

## Counting Objects Backwards

____ 2	<b>Counting Backwards Orally (KCC5):</b>	<b>yes</b>	<b>no</b>
____ 1	<b>Counting Objects Backwards (KOA1) :</b>	<b>yes</b>	<b>no</b>
____ 0			

### Procedures:

The examiner asks, "Do you know how to count backwards?" Prompt: "Like a rocket taking off?" "Start with 10 and count backwards" If they can count orally ask them if they could do it from a higher number like 20. If they can do that hand them 15 objects without telling them how many and ask them if they can count them backwards. If they look blank, it is OK to prompt them with a question like, "How could you find out how many there are?" If they can do this accurately, record a + on the 2 line.

### Scoring:

- 2 Can orally count backwards from 20**
- 1 Can count backwards from 10**
- 0 Can't count backwards from 10 or can't do any after numbers**

## Hiding Assessment

\_\_\_\_ 2  
\_\_\_\_ 1  
\_\_\_\_ 0

**Hiding Assessment (KOA3):**  
4 5 6 7 8 9 10

### Procedures:

The examiner says, "Count out four objects and place them in my hand." Then the examiner hides some of the four objects behind his/her back. Holding out the remainder, the examiner asks, "Can you tell me how many I am hiding behind my back?" The examiner repeats this process for all the combinations that equal 4. Then, the child is asked to place another object in the examiner's hand. Examiner asks, "How many are there now? If the child knows it is 5 go through the same process for all the combinations for 5. Repeat the steps above adding one more object each time, until this becomes too difficult. Star all numbers the child can do and circle the number where the student stops. If they can do sets above 5 record a plus on the line.

### Scoring:

- 2 Correctly identifies numbers hidden for 5**
- 1 Correctly identifies numbers hidden for 4**
- 0 Doesn't correctly count the number of objects in the hand or makes errors for sets of 4 or less.**

## Ten Frames 1 to 20

\_\_\_\_ 2  
\_\_\_\_ 1  
\_\_\_\_ 0

**Ten Frame Instant Recognition (KCC5):**  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

### Procedures:

The examiner says, "I'm going to hold up some pictures of some sets of numbers in tens frames. Tell me what number of objects in the frames you think you see." When a set is shown and a student responds with a number answer, ask him or her to prove how he knows he or she is right. Star the numbers the student recognizes. It is okay if the student has to stop and think about them or orally counts on from a number but do not place the frame in front of the student and allow the student to physically tag and count. If the student can do all the sets to ten, go on to the numbers from 11 to 20. Circle any the student misses. If the student can do all the sets to 20, ask him or her to use the ten frames to build the number 28. If they do that accurately, record a plus on the 2 line.

### Scoring:

- 2 Identifies sets to 20**
- 1 Identifies sets of 10 or less**
- 0 Makes errors in identifying sets less than 10**

## 1st Grade Screening Interview Record Sheet (CCSS)

Name \_\_\_\_\_

\_\_\_\_2  
\_\_\_\_1  
\_\_\_\_0

### Numerical Recognition/Comparison (KCC3, KCC7):

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
Compare: \_\_\_\_\_

\_\_\_\_2  
\_\_\_\_1  
\_\_\_\_0

**Counting Backwards Orally (KCC5):**    yes    no  
**Counting Objects Backwards (KOA1):**    yes    no

\_\_\_\_2  
\_\_\_\_1  
\_\_\_\_0

### Hiding Assessment (KOA3):

4 5 6 7 8 9 10

\_\_\_\_2  
\_\_\_\_1  
\_\_\_\_0

### Ten Frame Instant Recognition (KCC5):

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Author's Note: For the Ten Frames Instant Recognition Flash Cards, see the Kindergarten section.

Numeral Recognition Sheet — 1

11 19 7 54  
20 18  
5 16 4 13  
8 37 2  
3 9  
15 20 14 10  
99 12 17 6 1

## 2<sup>nd</sup> Grade Screening Interview Assessment Script

### Numerals Recognition and Comparison

_____2	<b>Numerals Recognition (1NBT1&amp;2):</b>																				
_____1	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
_____0	2 digit _____ Compare _____																				

#### Procedures:

The examiner says, "Here is a sheet of numerals in mixed up order. I'm going to point to the number and I want you to tell me its name." If students can do all numbers including 120, ask the student, "Can you point to a number that is less than 34? How about one that is more than 57?" If the student identifies numbers that accurately represent "More" and "Less", turn the paper over and write 37 and 54 on the back ask students to record the correct comparison symbol. If the student can record the comparison statement, ask him or her to identify a number between 120 and 175. If they can compare check to see how high they can go reading three and 4 digit numbers and record a + on the 2 line.

#### Scoring:

- 2** Accurately writes 2-digit comparison statements
- 1** Accurately identifies random 2 digit numbers and all the number from 1 to 20 and can make oral comparisons .
- 0** Makes errors identifying greater or less than numbers or random 2-digit numbers.

### 1 to 1 Correspondence and Place Value

_____2	<b>A. 1 : 1 Correspondence (1NBT2):</b>																																		
_____1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	25	30	35												
_____0	<b>B. Grouping: _____</b>																																		

#### Procedures:

The examiner says, "Take this group of objects (e.g., 35) and count them out loud to tell me how many there are all together. If the student doesn't count the set of objects correctly, star up to the highest number they have 1 to 1 correspondence for and stop there. If they do count the set accurately, then the examiner says. "Please write the number of objects you counted on the back of this record sheet." If the student doesn't record the correct number of objects, do not go on to the next question. Otherwise, point to the three in the tens digit and and say, "What does that three have to do with what you counted?" If the student says something like, " I wrote the number three because that's how many were in the set and that's how you write the number 35," put a circle on the grouping line and stop. If the student says, "There are thirty and five

more, record a T on the grouping line and stop. If the student says, "There are 3 tens and 5 ones, record put a star on the grouping line and ask the following extension question. Write the number 307 and ask the student to identify how many hundreds, tens and ones are in that number. If they are accurate, put a + on the 2 line.

**Scoring:**

- 2 Counts and accurately records the number in the set and correctly identifies the 3 as 3 tens or 30**
- 1 Counts and accurately records the number in the set**
- 0 Makes errors in counting or recording the number in the set**

**Hiding Assessment and Facts Strategies**

2	4	5	6	7	8	9	10
1							
0							
Strategies _____							

**Procedures:**

The examiner says, "Count out four objects and place them in my hand." Then the examiner hides some of the four objects behind his/her back. Holding out the remainder, the examiner asks, "Can you tell me how many I am hiding behind my back?" The examiner repeats this process for all the combinations that equal 4. Then the child is asked to place another object in the examiner's hand and go through the same process for all the combinations for 5. Repeat the steps above until this becomes too difficult for the child. If the child is able to accurately do sets through 10, ask several random facts such as  $6+6 = 12$ ,  $9+4 = 13$  and  $7+8 = 15$  and see if the student can describe how they solved using strategies such as doubles, nines, counting on, etc. Star all numbers the child can do and circle the number where the student stops. If they accurately describe strategies for solving random facts above 10, star the strategies line and put a + on the 2 line.

**Scoring:**

- 2 Correctly identifies objects hidden for 9 or 10**
- 1 Correctly identifies objects hidden for 7 or more.**
- 0 Makes errors for sets of 6 or less**

## 2nd Grade Screening Interview Record Sheet (CCSS)

Name \_\_\_\_\_

\_\_\_\_2  
\_\_\_\_1      **Numeral Recognition (1NBT1&2):**  
\_\_\_\_0      0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
2 digit \_\_\_\_\_ Compare \_\_\_\_\_

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\_\_\_\_2  
\_\_\_\_1      **A. 1 : 1 Correspondence (1NBT2):**  
\_\_\_\_0      1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 25 30 35  
**B. Grouping:** \_\_\_\_\_

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\_\_\_\_2  
\_\_\_\_1      **Hiding Assessment (1OA6):**  
\_\_\_\_0      4 5 6 7 8 9 10  
Strategies \_\_\_\_\_

Numeral Recognition Sheet — 2

34

128

1,000

62

162

5,832

47

187

2,544

86

240

9,999

18

352

7,009

93

867

1,304

## Facts Strategies Check Sheet

1.  $\begin{array}{r} 6 \\ +9 \\ \hline \end{array}$   $\begin{array}{r} 1 \\ +7 \\ \hline \end{array}$   $\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ +2 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$   $\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$

2.  $\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$   $\begin{array}{r} 8 \\ +7 \\ \hline \end{array}$   $\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$   $\begin{array}{r} 9 \\ +3 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ +7 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$

3.  $\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ +1 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ +5 \\ \hline \end{array}$   $\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ +5 \\ \hline \end{array}$

4.  $\begin{array}{r} 7 \\ +4 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$   $\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ +8 \\ \hline \end{array}$   $\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$   $\begin{array}{r} 7 \\ +6 \\ \hline \end{array}$   $\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$

5.  $\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$   $\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$   $\begin{array}{r} 9 \\ +7 \\ \hline \end{array}$   $\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$   $\begin{array}{r} 4 \\ +6 \\ \hline \end{array}$   $\begin{array}{r} 9 \\ +5 \\ \hline \end{array}$

## Extension Screening Assessment Script

### Numeral Recognition and Comparison

\_\_\_\_ 2  
\_\_\_\_ 1  
\_\_\_\_ 0

**Numeral Recognition 1-999 (2NBT3):**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

**Numbers Comparison and Expanded Form 2NBT3&4):**

2 digit \_\_\_\_\_ 3 digit \_\_\_\_\_ Comp \_\_\_\_\_

Exp Form: \_\_\_\_\_

#### Procedures:

The examiner says, "Here is a sheet of numerals in mixed up order. Can you please tell me the names of these numbers? Start with the row of 2 digit numbers. If the student is successful with these, have him or her go on to the row of 3 digit numbers. Circle those s/he doesn't know or has to stop and think about. Then the examiner points to a 2-digit number on the Numeral sheet from above and says, "Can you point to a number that is less than this number? If the student answers this correctly then the examiner points to a 3-digit number and asks, "Can you point to a number that is greater." If the student does that correctly, ask the student to turn over the paper and write a comparison statement for the two 3-digit numbers just identified. If the student is successful with this, the examiner points to a different 3-digit number and says, "Can you write this in expanded form?" If they can do the expanded form for the 3 digit number, turn the paper over and write  $4056 < 3122$ . Ask the child to read what the comparison statement says. If they do it accurately, record a plus on the 2 line.

#### Scoring:

- 2** Accurately writes comparison statements and expanded notation
- 1** Accurately identifies all greater and less than numbers for 2 and 3 digit numbers
- 0** Makes errors identifying 3-digit numbers or greater or less than numbers

### Counting Money and Making Change

\_\_\_\_ 2  
\_\_\_\_ 1  
\_\_\_\_ 0

**Money (2MD8):**

Penny  
Nickel  
Dime  
Mixed

**Names:**

\_\_\_\_\_  
\_\_\_\_\_

**Value:**

\_\_\_\_\_  
\_\_\_\_\_

Make Change: \_\_\_\_\_

**Procedures:**

The examiner holds up the different coins/bills and asks the student to name and tell the value of each one. Record a star on the line for those the student can do correctly. Stop wherever the child misses. For the "makes change" question, the examiner asks the student to tell how much change s/he would get back if s/he went to the store and gave the clerk a dollar bill to buy a pencil that costs "57¢" If the student can identify the correct amount of change, record the number \$1.65 on the back side of the record sheet. Ask the student to make up an addition or subtraction story problem where the answer equals \$1.65. If the story generated works for the money amount, record a plus on the 2 line.

**Scoring:**

- 2 Identifies the correct change**
- 1 Is able to identify all coin names and can count mixed amounts of dollars and cents**
- 0 Makes errors counting mixed amounts of dollars and cents or doesn't know the names/values of some of the coins**

**Random 3 Digit Number Place Value**

	2
	1
	0

**Place Value (2NBT1):**

**A. Grouping** \_\_\_\_\_

**B.** 204 \_\_\_\_\_      204 - \_\_\_\_\_      204 + \_\_\_\_\_

Builds Random Numbers 1-999 \_\_\_\_\_

**Procedures:**

The examiner says, "Take this group of objects (e.g., 35) and count them out loud to tell me how many there are all together. If the student doesn't count the set of objects correctly, star up to the highest number they have 1 to 1 correspondence for and stop there. If they do count the set accurately, then the examiner says. "Please write the number of objects you counted on the back of this record sheet." If the student doesn't record the correct number of objects, do not go on to the next question. Otherwise, point to the three in the tens digit and and say, "What does that three have to do with what you counted?" If the student says something like, " I wrote the number three because that's how many were in the set and that's how you write the number 35," put a circle on the grouping line and stop. If the student says, "There are thirty and five more, record a T on the grouping line and stop. If the student says, "There are 3 tens and 5 ones, record put a star on the grouping line and ask the following extension question.

Next the examiner says, "Take these numeral cards and use the place value materials to build them." (Don't read the numbers on the cards. Just hand them to the student. The cards say: 117 & 320). Record a star on the Builds random 3 digit numbers lines if student can build both the number. Record a circle if s/he can't do both. Next say, "Please use these place value materials to build a set of 204" If the student does it correctly ask, "What if I only wanted 196? How many would you have to subtract? Can you use what you built to explain your answer? How many would you have to add to change this 204 into 220? Use your model to explain. Place stars on the lines for those the student can do and circles on the line for the ones that he or she cannot explain using place value understandings.

**Scoring:**

**2 Describe adding and subtraction to a 3 digit- numbers using place value model to explain**

**1 Accurately builds 3 digit numbers and identifies the correct number of tens and one in a 2- digit number.**

**0 Makes errors in building the number in the set**

**Extension Interview Record Sheet (CCSS) Sheet**

Name \_\_\_\_\_

\_\_\_\_ 2  
 \_\_\_\_ 1  
 \_\_\_\_ 0

**Numeral Recognition 1-999 (2NBT3):**  
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
**Numbers Comparison and Expanded Form 2NBT3&4):**  
 2 digit \_\_\_\_\_ 3 digit \_\_\_\_\_ Comp \_\_\_\_\_  
 Exp Form: \_\_\_\_\_

\_\_\_\_ 2  
 \_\_\_\_ 1  
 \_\_\_\_ 0

**Money (2MD8):**                      **Names:**                      **Value:**  
 Penny \_\_\_\_\_  
 Nickel \_\_\_\_\_  
 Dime \_\_\_\_\_  
 Mixed \_\_\_\_\_  
 Make Change: \_\_\_\_\_

\_\_\_\_ 2  
 \_\_\_\_ 1  
 \_\_\_\_ 0

**Place Value (2NBT1):**  
**A. Grouping** \_\_\_\_\_  
**B.** 204 \_\_\_\_\_      204 - \_\_\_\_\_      204 + \_\_\_\_\_  
 Builds Random Numbers 1-999 \_\_\_\_\_

**Author's Note: Use the same Numerals Recognition Sheet that is in the 2<sup>nd</sup> Grade Section.**