**Kindergarten Screener Script**

1. Able to write name: “*Can you please write your first and last name for me on this slip of paper?”*
2. Letter Recognition***:* show student the letter recognition sheet and say***“What do you call these?” “That’s right, these are letters****.* Cover all but one row at a time*.*** *What is this?”* **Point to every letter working across each line*.***

Scoring: 1=correct (-) =incorrect

1. Sound Recognition: “*Okay, now we are going to look at the same letters, but this time I would like you to tell me the sound that each letter makes. For example, this letter makes the sound /e/.”*

**Note-long or short sound is acceptable when student gives and answer.**

Scoring: 1=correct (-) =incorrect

1. Word Knowledge: “*NAME, we are going to read some words-what is this word?”*

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| **End of Tier 1- 6+ words read = have Text Level done at end of Math Screener Section** |

1. Count without objects 1-10  *“Please count starting out loud with number 1.”* [Note if the child can count further

 than 10*.*]

1. Number Identification 1-10

Lay out pink cards out of order (1-5 so each number is visible)

*“Can you point and say each number for me?”*

**IF YES-**go to Round TWO- (6-10):

 *“Can you point and say each number for me?”*

1. Writing Numbers: Give student number graph with

 **NOTE: When printing numbers – reversals of symbols is acceptable i.e.**

 **reversals of numbers is not acceptable i.e. 12 for 21**

1. Shape Recognition

 *“Please point to the Circle.”*

 *“Please point to the Square.”*

 *“Please point to the Triangle.”*

 *“Please point to the Rectangle.”*

1. Count with objects 1-10

Use random bear counters and the white sheet divided in half.

 *“Please count the Bears to show how many”*

 *“Show me 3”*

 *“Show me 6”*

 *“Show me 9”*

1. Describe objects by length

Use the handout with the four sets of images [trees, children, snails, & worms]

 Set #1 “*There is a tall tree and a short tree. Please point to the tree that is taller*.”

 Set #2 “*There is a tall child and a short child. Please point to the child that is taller.”*

 Set #3 “*There is a long snail and a short snail. Please point to the snail that is longer.”*

 Set #4 “*There is a long worm and a short worm. Please point to the worm that is*

 *longer.”*

1. Compare numbers with objects 1-10

Use the handout with the dice images.

 *“Please point to the group of dots with more dots.”*

1. Compare numbers without objects 1-10

Use the handout with the numbers in the boxes.

 “*Please point to the number that is greater than or more than the other.”*

1. Order numbers with objects

 Lay out the animal cards in a random order so that the animals are visible to the

 child.

 *“These groups of animals are all mixed up. Can you put them in order for me*

 *starting with the one dog?”*

1. Order numbers without objects

 Lay out pink cards out of order (1-5 so each number is visible)

 *“These numbers are all mixed up. Can you put them in order for me?”*

**IF YES-**go to Round TWO-PINK Cards (6-10):

 *“These numbers are all mixed up. Can you put them in order for me?”*

1. Sorting by Color

Lay out the colored bear counters next to the sheet with three circles. Ensure three colors are represented.

 *“Here we have a large group of bears. Notice that the bears are different colors.*

 *Please sort the bears by their color by placing the bears that are alike in the same*

 *circle.”*