

Teacher's Comments on the Student's Performance

Recommendations for Placement or Intervention

Tick all that apply

The student does not need any additional support.

The student would benefit from a small group intervention by the class teacher.

The student would benefit from a targeted individual intervention by the class teacher.

The student requires additional help as described in the space below.



**Quality Assurance &
Development Services
Ministry of Education Youth,
Sports and Culture**

STANDARD I SCREENING

Name:

Class:

Information for Parents and Teachers

This literacy screening is designed to identify difficulties students may have with learning to read. It should be administered to all students by the class teacher.

The first two parts of the screening, questions 1 to 20, can be administered to the whole class at the same time. This can be done during the regular language arts lessons. The word list and story reading sections require the teacher to sit with each individual student. Detailed instructions on how to administer the screening are in the Teacher's Manual.

This screening tests a student's knowledge in the following areas:

- Phonological awareness, which is the ability to hear the different sounds of the English language at the beginning, middle and end of words.
- Phonics, which is the link between sounds and the letters of the alphabet
- Word recognition
- Creative writing
- Story reading and comprehension

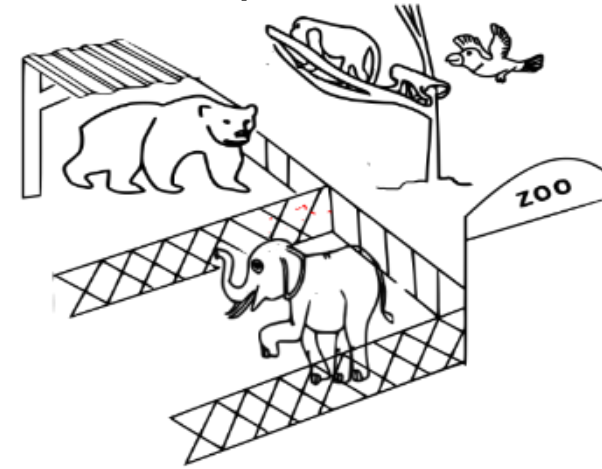
After the screening has been completed, the teacher should evaluate each student's performance to identify those who are at risk of failing to develop literacy skills. This information should be used to decide how to help each student learn to read effectively. This should be communicated to parents.

The main users of this screening are standard one teachers. They should complete the summary sheet and share the results with principals and other teachers if necessary. Individual booklets can be shared with parents.

This is not a standardized test. The results cannot be used to compare the performance of one school or class with that of any other. The test papers should not be sent to QADS or the District Education Centre.

One of the best ways of helping children is to read to them every day.

Story B A Trip to the Zoo



“Can I go to the zoo, please?” Dan asked.

“Yes,” his mother said.

At the zoo, there were many animals he liked. One animal had a long tail. It was a howler monkey.

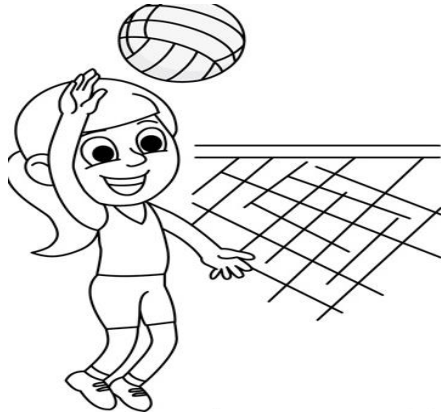
Dan also saw an elephant with large ears and a long trunk.

Dan enjoyed seeing all the animals and had fun at the zoo with his family.

Questions

1. What did Dan ask his mother?
2. Why do you think Dan wanted to go to the zoo?
3. Name two animals that Dan saw at the zoo.
4. Who went to the zoo with Dan?
5. How did Dan feel about his trip?

Story A Ann's Ball



I went to the park with my friend Ben. I took my ball with me. It was red and white. Ben kicked the ball to me. We had much fun.

Questions

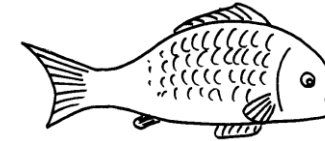
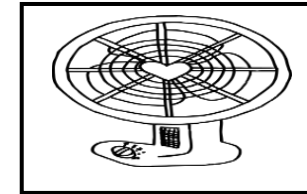
1. Where did Ann go with Ben?
2. What did Ann take to the park?
3. What colour was the ball?
4. What did Ben do?
5. How did Ann feel about going to the park?

PART ONE

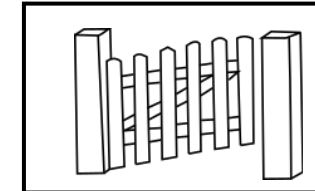
Beginning Sounds

Circle the picture that has the same beginning sound as the picture in the box.

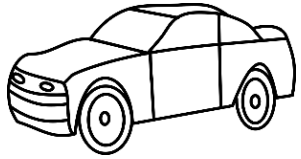
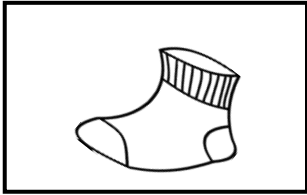
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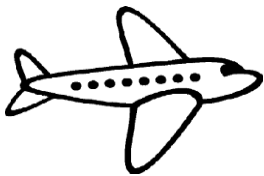
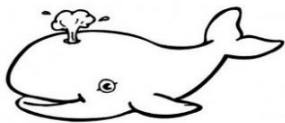
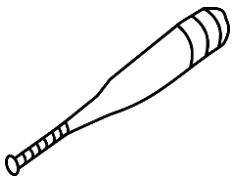
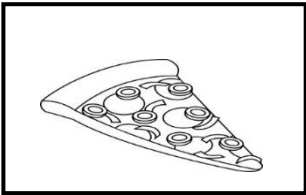
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3



4



PART THREE
Read Each Word

List A	List B	List C
bat	slim	kite
hut	clap	city
pen	shark	sunset
bed	rain	giant
tap	what	eighty
can	they	which
I	boat	came
he	there	light
she	home	say
and	belt	please
is	many	teaspoon
was	chair	some
	are	oval
	chat	zebra
	ship	window
	like	washed
	hunt	between
	best	little
	down	before
	church	playing

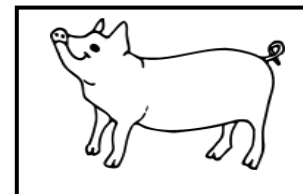
Look at the picture in the box.
Write a about it.



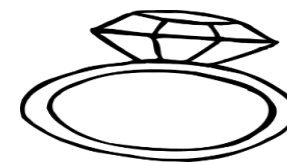
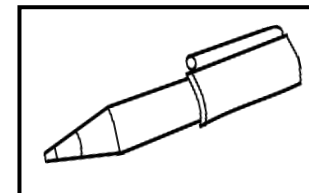
Middle Sounds

Circle the picture that has the same middle sound
as the picture in the box.

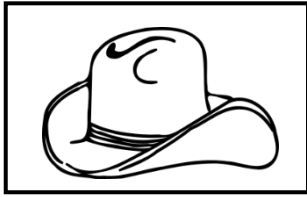
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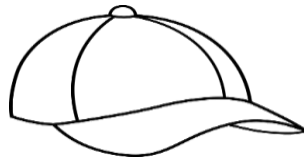
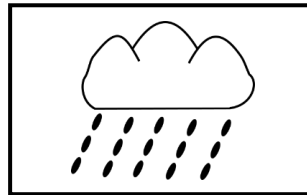
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7



8



33.		
bay	big	boy
34.		
sleep	steep	slip
35.		
clock	cloud	clown

Word Recognition

Circle the word that names each picture.

30.



pin

pie

pig

31.

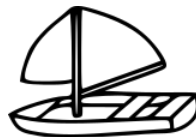
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sin

sink

six

32.



boat

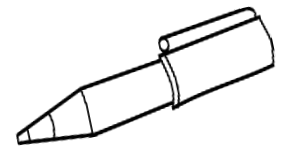
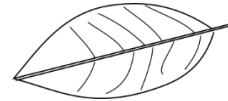
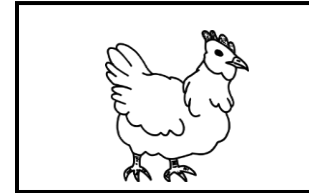
bat

bow

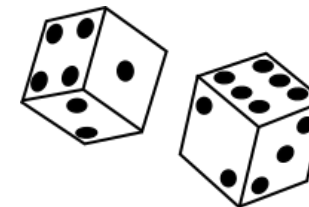
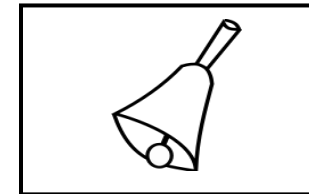
Ending Sounds

Circle the picture that has the same ending sound as the picture in the box.

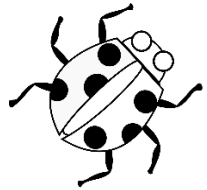
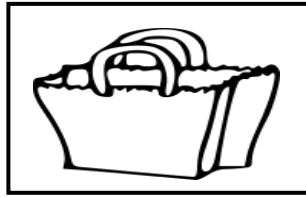
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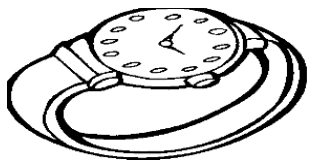
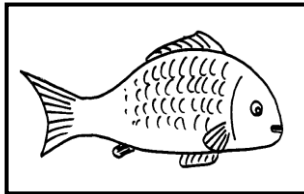
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11



12



PART TWO

Letter Recognition

Circle the letter or letters that make the sound.

21

v

d

g

q

22

e

i

a

u

23

b

d

p

v

24

c

p

s

l

25

f

v

w

b

26

wh

sh

th

ch

27

ir

ee

ue

ai

28

oy

oa

oo

oi

29

y

j

x

q

Information for Teachers for Questions 17-29

The final element of Part One on page 9 tests if students can identify the individual sounds that make up a word. It is very important that the teacher makes sure that the students are listening for sounds and not identifying the number of letters. It is very common for students to make this mistake, which means they circle five bubbles for “apple” instead of 3. The target words for this section are: (17) bat (18) hand (19) frog (20) ship.

Part Two

Question 21 is the first question of Part Two, which tests if the student knows the links between sounds and the letters they usually represent.

For questions 21 to 29, the teacher should read out each of the following phrases:

21: Circle the letter that makes the /g/ sound that you hear at the beginning of the word goat.

22: Circle the letter that makes the /e/ sound that you hear at the beginning of the word egg.

23: Circle the letter that makes the /p/ sound that you hear at the beginning of the word pan.

24: Circle the letter that makes the /c/ sound that you hear at the beginning of the word coat.

25: Circle the letter that makes the /v/ sound that you hear at the beginning of the word van.

26: Circle the letters that make the /sh/ sound that you hear at the beginning of the word shop.

27: Circle the letters that make the /ai/ sound that you hear in the middle of the word pail.

28: Circle the letters that make the /oo/ sound that you hear in the middle of the word moon.

29: Circle the letter that makes the /j/ sound that you hear at the beginning of the word jam.

Part Three

Part Three is conducted on an individual basis with each student.

Begin with the word lists. If a student struggles to read List A, do not ask him or her to read Lists B and C. Instead go to Story A.

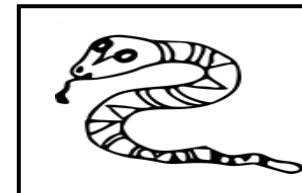
If a student reads List A successfully test them on Lists B and C before asking him or her to read Story B.

Time how long it takes a student to read each story. A student that takes longer than 30 seconds with Story A or longer than 60 seconds with story B is not reading fluently.

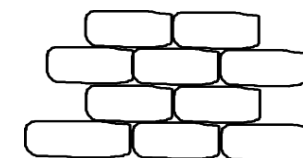
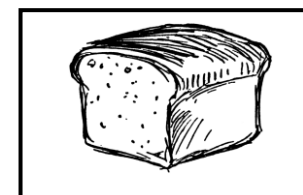
Beginning Consonant Blends

Circle the picture that has the same blend at the beginning as the picture in the box.

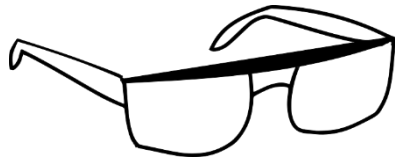
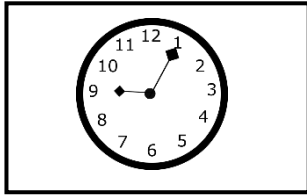
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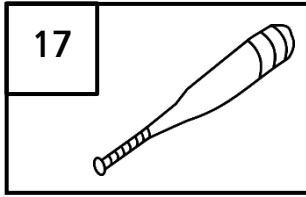


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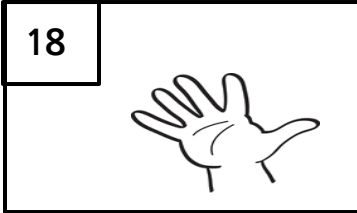


Sounds in a Word
 Shade the number of bubbles that match the number of sounds you hear in each picture name.

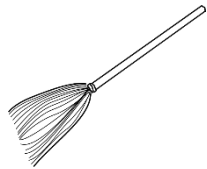
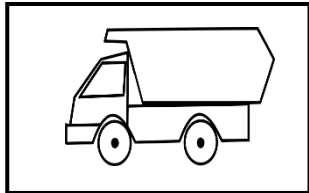
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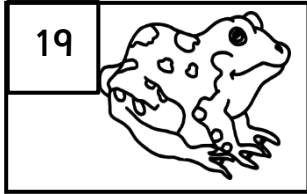
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16



19



20

