



Ministry of Education, Youth, Sports & Culture



Quality Assurance and Development Services

Instructions Standard 1 Screening Parts: 1, 2 & 3

This assessment should be conducted with all Standard 1 students.

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Notes to Test Administrator

NB: This assessment is composed of three parts:

- Part 1: Phonological Awareness
- Part 2: Phonics and Creative Writing
- Part 3: Vocabulary, Fluency and Comprehension

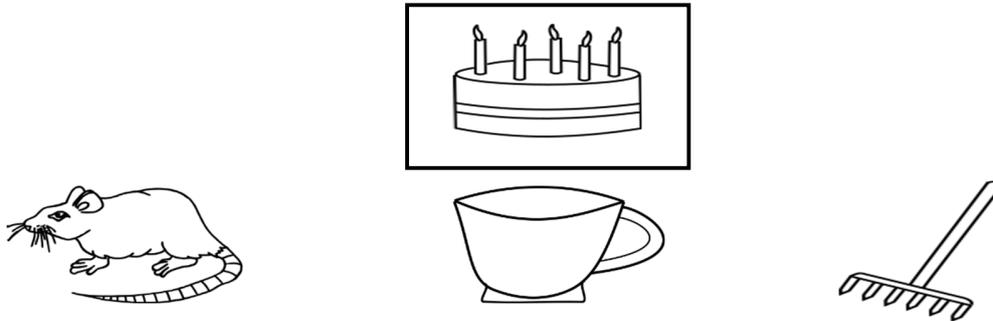
Instructions:

- Kindly ensure that you follow the instructions in this booklet since it is an important part in administering this assessment.
- This assessment should be administered by the class teacher.
- The teacher administering this assessment should familiarize him/ herself with the content and methodology of the assessment.
- This assessment should be administered to the entire class with the only exception being made in the case of special needs students, who may require one-on-one assistance.
- The teacher should use his/her discretion to administer part one and two of the assessment.(e.g. can be administered in one or two sittings)
- The instructions for the administrator of the assessment are typewritten in **bold** print and the instructions that he/she should read to the students are typewritten in *italics*.
- The test administrator may choose to translate the INSTRUCTIONS for each activity to the students' first language if it is determined that the translation will improve the students' performance on the assessment.
- The third part of the assessment should be given on a one-on-one basis by the class teacher.

Part 1- Phonological Awareness

Beginning Sounds

Example: This example is to be done as a whole-class activity. Place the example on the chalkboard so it resembles the diagram below. Then read the following instructions to the students.



Point to the pictures as you are naming them for the students.

Administrator says: Look at the picture in the box. It is a cake. Which of the pictures below the box has the same beginning sound as the word cake? Is it rat... cup... or rake?

Allow the students time to provide the correct answer.

*Administrator says: Yes, the word **cup** has the same beginning sound as the word cake. So we circle the picture of the cup.*

Demonstrate by circling the correct answer for the students.

Turn to page 1 and start the assessment, all items should be read twice to the students.

Administrator says: Number 1: Look at the picture in the box. It is a fan. Now listen carefully while I name the pictures below: hand... fish... net. Circle the picture that has the same beginning sound as in the word fan.

Number 2: Look at the picture in the box. It is a gate. Now listen carefully while I name the pictures below: goat... bone... dress. Circle the picture that has the same beginning sound as in the word gate.

Number 3: Look at the picture in the box. It is a sock. Now listen carefully while I name the pictures below: car... lock... sun. Circle the picture that has the same beginning sound as in the word sock.

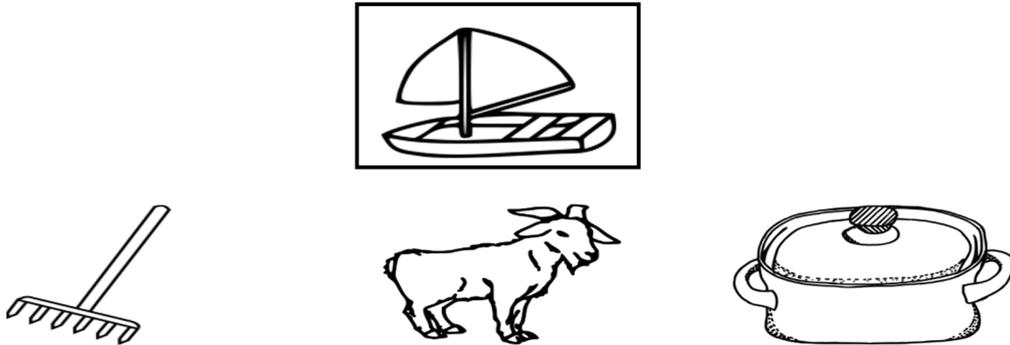
Number 4: Look at the picture in the box. It is a pizza. Now listen carefully while I name the pictures below: bat... whale... plane. Circle the picture that has the same beginning sound as in the word pizza.

Now students, I want you to close your booklets and listen to the following instructions.

Ensure that all students' booklets are closed as you give instructions for the other section.

Middle Sounds

Example: This example is to be done as a whole-class activity. Place the example on the board so it resembles the diagram below. Then read the following instructions to the students.



Point to the pictures as you are naming them for the students.

Administrator says: Look at the picture in the box. It is a boat. Which of the pictures below the box has the same middle sound as in the word boat? Is it rake... goat... or pot?

Allow the students time to provide the correct answer.

*Administrator says: Yes, the word **goat** has in the same middle sound as the word boat. So we circle the picture of the goat.*

Demonstrate by circling the correct answer for the students.

Turn to page 3 and start the assessment, all items should be read twice to the students.

Administrator says: Number 5: Look at the picture in the box. It is a pig. Now listen carefully while I name the pictures below: cat... cup... ship. Circle the picture that has the same middle sound as in the word pig.

Number 6: Look at the picture in the box. It is a pen. Now listen carefully while I name the pictures below: bed... ring... cake. Circle the picture that has the same middle sound as in the word pen.

Number 7: Look at the picture in the box. It is a hat. Now listen carefully while I name the pictures below: bike... coat... cat. Circle the picture that has the same middle sound as in the word hat.

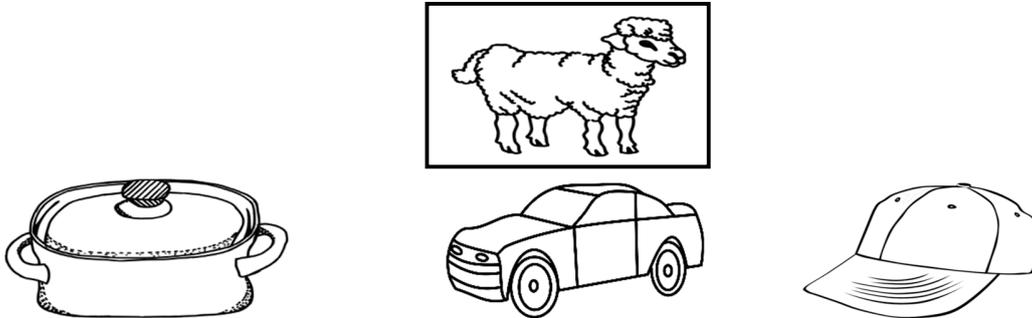
Number 8: Look at the picture in the box. It is a picture of rain. Now listen carefully while I name the pictures below: cake... cap... pot. Circle the picture that has the same middle sound as in the word rain.

Now students, I want you to close your booklets and listen to the following instructions.

Ensure that all students' booklets are closed as you give instructions for the other section.

Ending Sounds

Example: This example is to be done as a whole-class activity. Place the example on the board so it resembles the diagram below. Then read the following instructions to the students.



Administrator says: Look at the picture in the box. It is a sheep. Which of the pictures below the box has the same ending sound as in the word sheep? Is it pot... car... or cap?

Allow the students time to provide the correct answer.

*Administrator says: Yes, the word **cap** has the same ending sound as the word sheep. So we circle the picture of the cap.*

Demonstrate by circling the correct answer for the students.

Turn to page 5 and start the assessment, all items should be read twice to the students.

Administrator says: Number 9: Look at the picture in the box. It is a hen. Now listen carefully while I name the pictures below: leaf... ham... pen. Circle the picture that has the same ending sound as in the word fan.

Number 10: Look at the picture in the box. It is a bell. Now listen carefully while I name the pictures below: shell... dice... ant. Circle the picture that has the same ending sound as in the word bell.

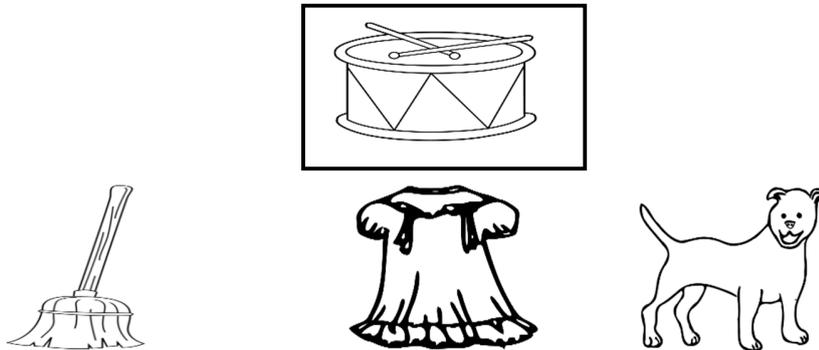
Number 11: Look at the picture in the box. It is a bag. Now listen carefully while I name the pictures below: bug... mop... queen. Circle the picture that has the same ending sound as in the word bag.

Number 12: Look at the picture in the box. It is a fish. Now listen carefully while I name the pictures below: watch... push... ship. Circle the picture that has the same ending sound as in the word fish.

Ensure that all students' booklets are closed as you give instructions for the other section.

Blends

Example: This example is to be done as a whole-class activity. Place the example on the board so it resembles the diagram below. Then read the following instructions to the students.



Point to the pictures as you are naming them for the students.

Administrator says: Look at the picture in the box. It is a drum. Which of the pictures below the box begins with the same blend as in the word drum? Is it broom... dress ... or dog?

Allow the students time to provide the correct answer.

Administrator says: Yes, the word **dress** begins with the same blend as in the word drum. So we circle the picture of the dress.

Demonstrate by circling the correct answer for the students.

Turn to page 7 and start the assessment, all items should be read twice to the students.

Administrator says: Number 13: Look at the picture in the box. It is a snake. Now listen carefully while I name the pictures below: swim... snail... smile. Circle the picture that begins with the same blend as in the word snake.

Number 14: Look at the picture in the box. It is a loaf of bread. Now listen carefully while I name the pictures below: drum... balloon... bricks. Circle the picture that begins with the same blend as in the word bread.

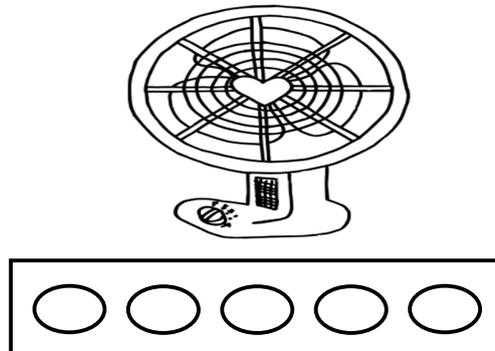
Number 15: Look at the picture in the box. It is a clock. Now listen carefully while I name the pictures below: cloud... crab... glasses. Circle the picture that begins with the same blend as in the word clock.

Number 16: Look at the picture in the box. It is a truck. Now listen carefully while I name the pictures below: broom... tree... drum. Circle the picture that begins with the same blend as in the word truck.

Ensure that all students' booklets are closed as you give instructions for the other section.

How Many Sounds Make Up a Word?

Example: This example is to be done as a whole-class activity. Place the example on the board so it resembles the diagram below. Then read the following instructions to the students.



Administrator says: Listen as I name the picture: fan. How many sounds do you hear in the word fan?

Allow the students time to provide the correct answer.

*Administrator says: Yes, the word **fan** has three sounds, so I will shade three bubbles.*

Demonstrate by shading the number of bubbles. Demonstrate another example if necessary.

Turn to page 9 and start the assessment, all items should be read twice to the students.

Administrator says: Number 17: Listen while I name the picture: bat. Shade the number of bubbles that matches the number of sounds you hear in the word bat.

Number 18: Listen while I name the picture: hand. Shade the number of bubbles that matches the number of sounds you hear in the word hand.

Number 19: Listen while I name the picture: frog. Shade the number of bubbles that matches the number of sounds you hear in the word frog.

Number 20: Listen while I name the picture: ship. Shade the number of bubbles that matches the number of sounds you hear in the word ship.

Ensure that all students' booklets are closed as you give instructions for the other section.

Part 2- Phonics and Writing

Letter/ Recognition

Example: Place the example on the board so it resembles the diagram below. Then read the following instructions to the students.

l	s	t	f
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Administrator says: Listen carefully as I say the word, “sail”. (Repeat the word.) Which of the letters on the board makes the /s/ sound that you hear in the beginning of the word sail? Is it letter l, letter s, letter t, or letter f?

Allow the students time to provide the correct answer.

Administrator says: Yes, the letter s, makes the /s/ sound that you hear in the beginning of the word sail, so I will circle the letter s.

Demonstrate by circling the correct answer for the students.

Turn to page 11 and start the assessment, all items should be read twice to the students.

Administrator says:

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

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

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

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

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

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

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

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

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

Ensure that all students’ booklets are closed as you give instructions for the other section.

Word Recognition

Example: This example is intended as a whole-class activity. Place the example on the board so it resembles the diagram below. Then read the following instructions to the students.



Administrator says: Look at the picture on the board, it is a pin. Which one of the words under the picture has the correct spelling of the word pin?

Spell out each item by saying the letters of each word.

Turn to page 12 and start the assessment, all items should be read twice to the students.

Administrator says: Is it p-a-t... p-e-g... or p-i-n?

Demonstrate by circling the correct answer for the students. Continue the assessment. Remember, you are to call each word twice.

Administrator says: Number 30: Is it p-i-n, p-i-e, p-i-g?

Number 31: Is it s-i-n, s-i-n-k, s-i-x?

Number 32: Is it b-o-a-t, b-a-t, b-o-w?

Number 33: Is it b-a-y, b-i-g, b-o-y?

Number 34: Is it s-l-e-e-p, s-t-e-e-p, s-l-i-p?

Number 35: Is it c-l-o-c-k, c-l-o-u-d, c-l-o-w-n?

Creative Writing

Turn to page 14 and start the assessment.

Administrator says: Look carefully at the picture in the box. Write about the picture.

Give students 15 minutes to write.

Rubric to check Creative Writing

Tick **Yes** or **No** to rate students' writing performance. Record the number of "yes" and "no" on the class summary sheet.

NB: Attached at the back of this manual, is a set of Creative Writing Rubrics. Make copies of the rubrics for your class to record the "yes" and "no" responses for each student.

Criteria	Yes	No
Handwriting is legible.		
Basic punctuation is used appropriately.		
Most words are spelt correctly.		
Appropriate use of capital letters		
At least one sentence is written.		
At least three sentences are written.		
Response is relevant to the picture.		
Response shows originality and creativity.		
Other Comments:		

Part 3- Vocabulary /Word List

This section of the assessment is to be conducted by a teacher and should be administered on a one-on-one basis with each student.

Instructions:

- Tell the student that you want him/ her to read the words as you point to them. Set a timer and record the time the student takes to read the list words.
- Have each student start reading at List A starting from the top to bottom.
- The teacher covers the other set of list words while the student is reading.
- Have the student read at a normal pace. Place a check mark beside each correct word, whenever the student makes an inaccurate response, it is an (error) and make a note of it.
- If the student hesitates or self-corrects and identifies the word, treat it as an accurate response.
- If the student struggles with List A, discontinue the reading immediately.
- If the student can read list A, proceed to level B and C. If the student struggles with list B discontinue the reading.
- In list A, a student can only get four (4) errors, in list B and C seven (7) errors. Rate the students' performance level on the word list as independent, instructional or frustration according to the number of errors they make. Then record word list level on class summary sheet. See table below for the level of list words read.
- Complete the vocabulary part of this assessment first, then immediately proceed with the oral reading and comprehension sections with each student until all the students have been assessed.

Turn to page 14 and start the assessment.

Table for Vocabulary / Wordlist

List A: 12 Word List	
# of Errors	Performance Level
0-1	Independent Level
2-3	Instructional Level
4+	Frustration Level

List B- C: 20 Word List	
# of Errors	Performance Level
0-2	Independent Level
3-6	Instructional Level
7+	Frustration Level

Oral Reading and Comprehension

This section of the assessment has two parts:

- **Fluency:** the amount of time the student takes to read the passage.
- **Comprehension:** the number of questions the student is able to answer correctly.

Instructions:

- Select story A for each student to read, if story A is too difficult for the student, discontinue the oral reading. If a student can read story A, have him/her read it then proceed to story B.
- Set a timer when the student begins to read and stop the timer when the students read the last word of the story.
- While the students are reading the story, cover the questions so as to not expose them to the questions that follow.
- Ask the student to respond to the comprehension questions immediately after they have read the story. If students are having difficulty with a question, have them go back to the story.
- Record the comprehension level (number of incorrect responses for the questions) on the summary sheet (eg. 1 inaccurate response -Independent level, 2 inaccurate responses- instructional level, 3 inaccurate responses frustration) (See table below)
- Record students fluency level (time taken to read). If a student reads a story accurately in one minute or less he/she probably has satisfactory reading fluency.
- If the student takes longer than a minute to read a story or make many mistakes, he /she is at risk for failing to learn to read adequately.
- See chart below to determine each student's comprehension and fluency level.
- NB: It is important to determine the comprehension and fluency level for Story B.

Turn to page 16 and start the assessment.

Comprehension

# of Inaccurate Responses	Comprehension Level
0-1	Independent
2	Instructional
3+	Frustration

Fluency

Criteria	Fluency Level
Reads in 60 seconds or less with (1-2) errors	At satisfactory
Takes longer than 60 seconds to read and makes (5-7) mistakes	At risk

Answer Key for Standard 1 Screening

Phonological Awareness

Beginning: 1) fish 2) goat 3) sun 4) plane; **Middle:** 5) ship 6) bed 7) cat 8) cake; **Ending:** 9) pen 10) shell 11) bug 12) push

Blends: 13) snail 14) bricks 15) cloud 16) tree

Sounds in word: 17) 3 18) 4 19) 4 20) 3

Phonics

Letter Recognition: 21) g 22) e 23) p 24) c 25) v 26) sh 27) ai 28) oo 29) j

Word Recognition: 30) pie 31) six 32) boat 33) boy 34) sleep 35) clown

Creative Writing

Tick **Yes** or **No** to rate students writing performance. Record the number of yes and no on the class summary sheet.

Criteria	Yes	No
1. Handwriting is legible.		
2. Basic punctuation is used appropriately.		
3. Most words are spelt correctly.		
4. Appropriate use of capital letters		
5. At least one sentence is written.		
6. At least three sentences are written.		
7. Response is relevant to the picture.		
8. Response shows originality and creativity.		

Comprehension Questions

Story A: 1) To the park 2) A ball 3) Red and white

4) Kicked the ball 5) Any logical response

Story B: 1) To go to the zoo 2) any logical response 3) Any logical response 4) His family 5) Any logical response

Creative Writing

Tick **Yes** or **No** to rate students writing performance. Record the number of yes and no on the class summary sheet.

Criteria	Yes	No
1. Handwriting is legible.		
2. Basic punctuation is used appropriately.		
3. Most words are spelt correctly.		
4. Appropriate use of capital letters.		
5. At least one sentence is written.		
6. At least three sentences are written.		
7. Response is relevant to the picture.		
7. Response shows originality and creativity.		

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7. Response is relevant to the picture.		
8. Response shows originality and creativity.		