

Make a copy of the Kindergarten Student Assessment Sheet (p. 10) for each student. Read the directions aloud.

Name: Wait for me before you write. Write your name on the top line, beside the smiley face.

CAPITALS: Find capital T under the turtle. Write capital O under the owl. Write capital F under the fish.

Continue...

W – WAGON, B – BANANA, S – SNAIL, K – KEY, N – NOSE, R – RAKE

Numbers: Find number 1 under the box.

Continue...

Write number 2 under the two boxes. Write number 3 under the three boxes

4 5 6 7 8 9

Lowercase: Find lowercase r under the rabbit. Write lowercase e under the eagle. Write lowercase n under the nail.

Continue...

a – ant, d – dog, h – hat, g – goat, y – yarn, p – plane

The assessment sheet contains the following elements from top to bottom:

- A smiley face on a horizontal line for writing a name.
- A row of nine small illustrations: a turtle, an owl, a fish, a wagon, a banana, a snail, a key, a nose, and a rake.
- A row of nine horizontal lines for writing capital letters. The first line starts with a large 'T', followed by eight blank lines.
- A rectangular box containing a dot pattern for tracing the number 1, followed by eight blank lines.
- A row of nine small illustrations: a rabbit, an eagle, a nail, an ant, a dog, a hat, a goat, a ball of yarn, and a fish.
- A row of nine horizontal lines for writing lowercase letters. The first line starts with a lowercase 'r', followed by eight blank lines.
- A smiley face on a horizontal line at the bottom.

Kindergarten Assessment Sheet (p. 10)

(Sentence writing is not an entry level expectation. Use only for mid and end of year screening)

Sentence: Write a sentence beside the smiley face. Wait for me to spell the words.

The first word is He.

Write h – e

The next word is can.

Write c – a – n

The last word is hop.

Write h – o – p. That is the end of the sentence.

Collect papers. Write the screening date on each.

 Turn desks away from letter displays. Use privacy folders to prevent copying. May guide by pointing to pictures/writing line.

HOW TO SCORE

Scoring is quick and easy. Here are the printing skills you will score and how to score them. Use the Kindergarten Answer Key and scoring examples for reference. The answer key includes multiple acceptable letter/number styles.

You can easily score students using the Screener online tool and quickly access individual and class results (go to your account at LWTears.com/screener and enter the test information for each student in their respective class).



Kindergarten Answer Key (p. 11)

MEMORY: The ability to remember and write dictated letters and numbers.

- Omitting the letter/number is a memory error (image 1).
- Writing an unrecognizable letter/number (like a squiggle) is a memory error (image 2).
- Writing the wrong letter/number (lowercase r for capital R or vice versa) is a memory error (image 3).

No memory error for:

- A letter in the wrong place - Pp, Yy (image 4)
- A letter or number that is reversed/backward
- A letter that uses wrong size, (i.e., capital O instead of lowercase o)

ORIENTATION: The ability to write letters and numbers facing the correct direction.

- Reversals, or backward letters are orientation errors (images 5 and 6).

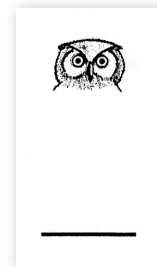
No orientation error for:

- Symmetrical letters/numbers. They cannot be reversed and are not scored, such as A, H, and O.

Scoring information continues on next page.

MEMORY:

1.



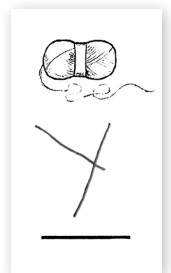
2.



3.



4.



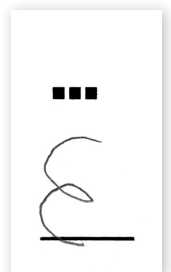
No memory error

ORIENTATION:

5.



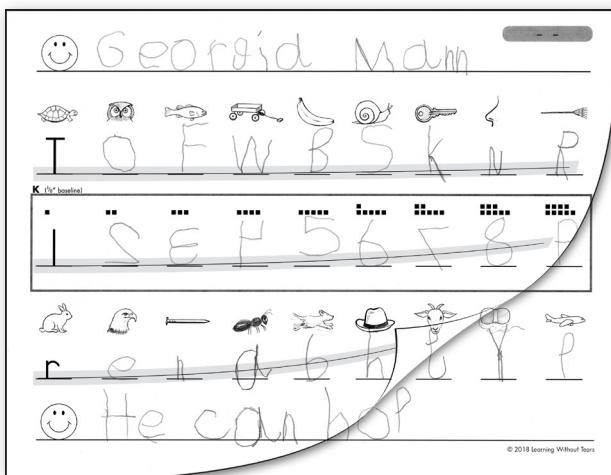
6.



PLACEMENT: The ability to place letters and numbers correctly on a base line.

- A letter/number (or part) that should be on the base line but is outside the gray area (more than 1/8" above or below the line) is a placement error.
- Letter/number parts that should be on the line but are above the gray area (images 7 and 8).
- Letter/number parts that should be on the line but are below the gray area (images 9 and 10).

Note: Measure questionable placement by lining up the Kindergarten Placement Tool (p. 12) with the writing line (not the letter). If available, copy p. 12 onto transparency paper. If you do not have transparency paper, use a classroom ruler and measure 1/8" above and below the line for scoring.



Sample Student Sheet with Kindergarten Placement Tool overlaid

SENTENCE: The ability to use sentence conventions: a beginning capital, distinct lowercase words (letters close), space between words, and ending punctuation.

STOP Only assess Sentence at mid- and end-of-year periods.

- Not using a capital to begin is a sentence error (image 11).
- Mixing capital and lowercase letters is a sentence error (image 12).
- Putting too much space between letters in a word is a sentence error (image 13).
- Putting words too close is a sentence error (image 14).
- Forgetting ending punctuation is a sentence error (image 15).

PLACEMENT:

7.



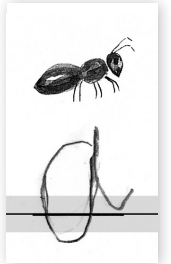
8.



9.



10.



SENTENCE:

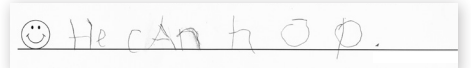
11.



12.



13.



14.



15.



NAME: Children typically develop name-writing skills in three stages.

You will not mark errors for this category. Instead, using the Online Scoring Tool, note the stage of development. Does the student use:

1. All capitals (CHRIS)
2. Transitioning mix (ChRis)
3. Title case (Chris)

CONCERNS: Other skills affect handwriting success. Check concerns from the Screener or classroom work using the Printing Concerns Checklist (p. 13).

Formation – When giving the Screener to a large group, letter and number formation cannot be assessed but you may be able to observe poor formations when reviewing the samples.

Size – Writing too large causes problems with school papers, speed and spacing. Review classroom samples for problems. Check concern if child writes too large for grade.

Neatness – Administer screening at an even pace, with time for children to do their best. Check concern if a child’s writing is not neat on the Screener or in classroom work. Classroom samples provide the best information about neatness in everyday writing.

Speed – Administer screening so that all students finish together. Watch for students who don’t complete classroom work in a timely manner. Take note of those who are slow but don’t overlook the fast ones who are also messy. Check concern if a child’s writing speed is a problem in the classroom.

Posture, Pencil Grip, and Helper Hand – The physical aspect of handwriting is important. Observe your students for physical problems that can lead to handwriting difficulties. Check concerns if a child sits slumped, feet unsupported, has an awkward grip, or does not use hand to hold paper.

Other – Note any cognitive, physical, language, attention, or other skills that affect a child’s written work.

PRINTING CONCERNS CHECKLIST

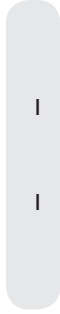
Place a check mark for each concern noted. Refer to the key below or scoring grid for identifying information and guidance.

Last Name	First Name	Formation	Size	Neatness	Speed	Posture	Pencil Grip	Helper Hand	Other
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
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34									
35									

Formation - Starts of the letters or writes out of order
Size - Writes too large for grade
Neatness - Demonstrates poor quality of written work
Speed - Takes too long to complete tasks compared to peers
Posture - Sit slumped, feet unsupported
Pencil Grip - Uses awkward grip
Helper Hand - Does not use hand to hold paper
Other - Includes cognitive, physical, language, or attention issues.

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Printing Concerns Checklist (p. 13)



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