

EMDI Screening Questions: Kindergarten

Green = grade level prompts; Yellow = prior grade level prompts

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| 1 K. Count a Collection | Materials: a collection of 20 counters |
| <p>A. "Show me 12 counters." B. When done ask, "How many counters are there?" C. "Write that number for me."</p> | |
| Count a Collection (1_PK) | Materials: a collection of 10 counters |
| <p>A. "Show me 6 counters." B. When done ask, "How many counters are there?"</p> | |
| 2 K. Forward Number Sequence | Materials: none |
| <p>A. "Start counting from 1. I will tell you when to stop." (Stop the student at 45 or earlier if struggling.) B. "When you count, what number comes right after 12?" C. "When you count, what number comes right after 39?" D. "Start counting at 36 and count on. I will tell you when to stop." (Stop the student at 52.) E. "Count by tens to 100."</p> | |
| Forward Number Sequence (2_PK) | Materials: none |
| <p>A. "Start counting at 1. I will tell you when to stop." (Stop the student at 20.) B. "When you count, what number comes right after 4?" C. "When you count, what number comes right after 8?"</p> | |
| 3 K. Backward Number Sequence | Materials: none |
| <p>"Start at 12 and count down."</p> | |
| Backward Number Sequence (3_PK) | Materials: none |
| <p>"Start at 5 and count down."</p> | |
| 4 K. Subitizing | Materials: dot cards in order 4, 6, 3, 5 |
| <p>"I am going to show you some cards with dots on them very quickly." Present one card at a time for 2 seconds and say, "How many dots do you see?"</p> | |
| Subitizing (4_PK) | Materials: dot cards in order 2, 4, 5, 3 |
| <p>"I am going to show you some cards with dots on them very quickly." Present one card at a time for 2 seconds and say, "How many dots do you see?"</p> | |
| 5_K. Number Identification | Materials: number cards in this order: 14, 17, 20, 12, 16, 18, 11, 15, 19, 13 |
| <p>Present one card at a time in the order shown and ask, "What number is this?"</p> | |
| Number Identification (5_PK) | Materials: number cards in this order: 3, 8, 5, 1, 7, 0, 9, 2, 4, 10, 6 |
| <p>Present one card at a time in the order shown and ask, "What number is this?"</p> | |

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| 6_K. Compare | Materials: dot cards: 5 green & 9 yellow and 4 green & 4 yellow; Number Cards: 3 & 7 and 8 & 6 |
| <p>After each student response, ask, "How do you know?"</p> <p>A. Show the card with the 5-green-dots and the 9-yellow-dots, and say, "Here are two groups of dots. Point to the group that is less."</p> <p>B. Show the card with 4-green-dots and 4-yellow-dots, and say, "Here are two groups of dots. What can you tell me about these groups?"</p> <p>C. Show the cards with 3 and 7, and say, "Look at these two numbers. Point to the number that is greater."</p> <p>D. Show the cards with 8 and 6, and say, "Look at these two numbers. Point to the number that is less."</p> | |
| Compare (6_PK) | Materials: card with 5 green & 3 yellow dots |
| <p>Show the card with 5 green dots and 3 yellow dots, and say, "Are there more green dots or more yellow dots?"</p> <p>Ask: "How do you know?"</p> | |
| 7_K. Add/Subtract Fluently within 5 | Materials: cards with addition and subtraction expressions and counters |
| <p>If the student's strategy is unclear, ask, "How did you figure out your answer?"</p> <p>A. Show card and say, "4 add 1." (If confusing to student, restate as "4 plus 1.")</p> <p>B. Show card and say, "2 add 3." (If confusing to student, restate as "2 plus 3.")</p> <p>C. Show card and say, "5 subtract 3." (If confusing to student, restate as "5 take away 3.")</p> <p>D. Show card and say, "3 subtract 2." (If confusing to student, restate as "3 take away 2.")</p> | |
| 8_K. Making Ten | Materials: cards with ten frames and dots or blank ten frame and counters |
| <p><i>NOTE: The examiner should clear frame between questions to avoid confusion.</i></p> <p>If the student's strategy is unclear, ask, "How did you figure out your answer?"</p> <p>A. Place 5 counters on the ten-frame. Ask, "How many are there? How many more do you need to make 10?"</p> <p>B. Place 7 counters on the ten-frame. Ask, "How many counters are there? How many more do you need to make 10?"</p> <p>C. Place 2 counters on the ten-frame. Ask, "How many are there? How many more do you need to make 10?"</p> | |
| 9_K. Addition and Subtraction Word Problems | Materials: word problem cards, counters, paper & pencil. variety of materials such as: counters, base ten blocks, snapping cubes, ten frame, number line |
| <p>Read the problem to the student and observe strategy. If the student's strategy is unclear, ask, "How did you figure out your answer?"</p> <p>A. "I picked 6 apples. Then I picked 3 more apples. How many apples are there now?"</p> <p>B. "There were 8 birds in the tree. 5 flew away. How many birds are still in the tree?"</p> | |