

ANSWER SHEET



Instructions:

Read each question to the child word-for-word as it is written in the Screening Tool. The correct answer for each item is framed in the Screening Tool. On this Answer Sheet, mark the child's score for each item. Circle 1 for a correct response or 0 for an incorrect response. When the child has finished taking the Screening Tool, there should be a score (1 or 0) for each of the 25 items.

Count the number of correct responses made by the child. (Don't count the sample question.) Enter that number in the box labeled Number Correct. Refer to the reverse side of this Answer Sheet for instructions on how to find the child's Step score and Performance Level.

Information about the child being screened

Child's Name: _____
 Child's Sex: Female Male
 Child's Age: Years _____ Months _____
 Date of Birth: _____ month _____ day _____ year

Information about the person administering the screener

Examiner's Name: _____
 Relationship to Child: Teacher
 Other: _____

Screening Date: _____ month _____ day _____ year

First Screening Second Screening Third Screening

Item Number	Description	Score (circle)	
sample	car		
1.	back of book	1	0
2.	letters (A B C)	1	0
3.	letters (B D)	1	0
4.	word	1	0
5.	name of cereal	1	0
6.	letter R	1	0
7.	letter G	1	0
8.	letter that makes /s/ sound	1	0
9.	letter that makes /t/ sound	1	0
10.	letter that makes /b/ sound	1	0
11.	letter written best	1	0
12.	name written best	1	0
13.	longest story	1	0
14.	word that starts with /b/ sound	1	0
15.	word that starts with /d/ sound	1	0
16.	rhymes with ball	1	0
17.	sea + shell	1	0
18.	pen + quin	1	0
19.	mmm + oon	1	0
20.	rhymes with arm	1	0
21.	rhymes with hat	1	0
22.	numbers	1	0
23.	two words	1	0
24.	word written best	1	0
25.	scar without /s/	1	0
Number Correct:			

How Should I Use the Score?

The goal of the *Get Ready to Read!-Revised* Screening Tool is to help guide your efforts to build the skills of the child being screened. The score does not predict a child's eventual reading or writing abilities. It tells where a child is on the path toward reading, so you can help the child achieve his or her greatest potential.

Adapt the experiences and activities you do with a child to his or her level of development. Start where a child is now, then increase the difficulty as the child's skills grow stronger. It is important to build skills in all areas. The Step score descriptions on the back of this page will help you identify appropriate activities.

Look at pages 11-18 in the *Get Ready to Read!-Revised* Early Literacy Manual for ideas on how to engage a child in a variety of activities that build knowledge of letters and sounds, books and print. Use and adapt these activities to your early childhood setting, community program, or home.

Remember, keep it fun and be encouraging!

Score Interpretation

(see reverse side for instructions)

Step Score

Step 1
 Step 2
 Step 3
 Step 4

Performance Level

Below Average
 Average
 Above Average

Score Interpretation

The *Get Ready to Read!—Revised* Screening Tool provides two ways to interpret the Number Correct score. One method, called the Step score, describes the child's performance in relation to the skills measured by the screener items. Each step describes the child's level of development of important pre-reading skills. The Step score can also be used to identify appropriate activities to build the child's skills. The second method, called the Performance Level, describes the child's performance in relation to the scores of other children within the same age

Step Scores		
Number Correct	Step	Step Description
0-4	1	Children who score in this range have limited understanding of print and letter-sound associations. Carefully designed activities that offer a variety of experiences with books and print are encouraged.
5-13	2	Children who score in this range have a basic understanding of books and print and can recognize some letters. Carefully designed activities that offer a variety of experiences to help the child learn more about letters and sounds, books and print are encouraged.
14-20	3	Children who score in this range have gone beyond the basic understanding of books and print and are learning to identify letter-sound associations. Carefully designed activities that offer a variety of experiences with identifying letters from print, vocalizing letter sounds, and combining sounds to make words are encouraged.
21-25	4	Children who score in this range have a solid understanding of print and letter-sound associations. Activities that reinforce the child's skills at forming words from sounds and identifying words in print are encouraged.

group. This score can help to determine if the child's pre-reading skills are below the average, average, or above the average for her or his age. A child who scores in the below average range may need extra help and attention. Please refer to the Early Literacy Manual for more explanation of the score levels and how to use them.

Identifying the Step Score

The Step score is derived from the child's Number Correct score. Identify the Number Correct score range in the left column of the Step Scores table that includes the child's score. The Step number corresponding to that score range is the child's Step score. For example, a Number Correct score of 15 corresponds to Step 3.

Identifying the Performance Level

Performance Levels are determined from the child's age and Number Correct score. The Performance Level table has four columns. The first column shows 6-month age ranges starting from age 3 years 0 months through 5 years 11 months. The next three columns show Number Correct score ranges. The column titles represent the Performance Levels.

In the column labeled Age Range, identify the range that includes the child's age in years and months. Look across that row to find the score range that includes the child's Number Correct score. The column title represents the child's Performance Level. For example, the Performance Level for a child aged 4 years and 1 month with a Number Correct score of 15 is Average.

Performance Level			
Age Range (Years:Months)	Number Correct		
	Below Average	Average	Above Average
3:0-3:5	0-6	7-13	14-25
3:6-3:11	0-8	9-15	16-25
4:0-4:5	0-11	12-18	19-25
4:6-4:11	0-13	14-20	21-25
5:0-5:5	0-16	17-22	23-25
5:5-5:11	0-17	18-23	24-25

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P.O. Box 1416 Minneapolis, MN 55440 800.627.7271 www.PearsonAssessments.com

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