The DPI Criterion-Referenced Pre-Reading Screening Test is to be used as one means of identifying some strengths and weaknesses in certain areas of pre-reading skills. It is intended to be used as a screening instrument for beginning first graders. The areas of pre-reading skills to be screened are (1) auditory perception, (2) letter knowledge, (3) perceptual motor, (4) sentence meaning, (5) visual perception, (6) word meaning, and (7) word recognition. The test is to be given under the direction of a fully certified teacher who has studied the test and understands the directions. For valid results, the test should be administered in groups of 5 or less. (Author/BJG)
Pre-Reading Screening Test

DPI Criterion-Referenced

Curriculum Specialists

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Prepared

MANUAL

Louisville, Kentucky

Louisville Public Schools

Department of Health, Education, and Welfare
National Institute of Education

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The DPI Criterion-Referenced Pre-Reading Screening Test is to be used as one means of identifying some strengths and weaknesses in certain areas of pre-reading skills. It is intended to be used as a screening instrument for beginning first-graders. The areas of pre-reading skills screened are:

- Perceptual motor
- Auditory perception
- Visual perception
- Word recognition
- Word meaning
- Sentence meaning
- Letter knowledge

For valid results, the test is to be given to small groups -- no more than five at a time. Do not assist the students in doing the test. It is permissible to see that they have their booklets turned to the correct test item and that their attention is directed to the test being given.

DIRECTIONS FOR ADMINISTERING THE TEST

The test is to be given under the direction of a professionally trained (fully certified) teacher. The teacher should study the test and be sure he understands the directions for administering the test before he begins.

Letters are to be read only once. Some parts of the directions are underlined twice. They are to be read twice, only once. Certain parts of the directions are underlined once. The exact directions for giving each test item are on the page for each test in the manual. Follow the directions explicitly as they are given.

If you have any questions, please ask the teacher for help.

The test is to be given under the direction of a professionally trained (fully certified) teacher.
Seat the students so they can see the teacher giving the test.

Arrange seating so the students cannot see each other's test booklets in order that copying may be prevented.

The test should be administered in one session. However, a short break (approximately three minutes) should be given the students after test item No. 13.

This is not a timed test. Move to the next item when most of the students have completed a task.

Directors for Scoring the Test

Most of the tests are single task activities. An individual test is right or wrong. The raw score for the test is the number right.

Indicate on each page whether the item is right, (see the answer key in the manual). Record the test results on the summary sheet for each student.

A test booklet

an eraser

a pencil

Each student will need:

Information indicated on the front of the test booklet.

In preparing for the testing session the teacher should fill in the name of the student and other information indicated on the front of the test booklet.

The test should be administered in one session. However, a short break (approximately three minutes) should be given the students after test item No. 13.

Seat the students so they can see the teacher giving the test. Arrange seating so the stu-
INTRODUCING THE TEST

Hold up a test booklet for the students to see.

"You are going to do some things in this booklet today. In a few minutes I will give each of you your booklet. You will do different things on the pages. On many pages you will make an X on a picture. Do you know how to make an X? Watch while I make an X."

"Give each of you your booklet."

"You are going to do some things in this booklet today. In a few minutes I will give each of you your booklet."
Look at the pictures. MAKE AN X ON THE PICTURE THAT SHOWS A FLOWER. (Repeat the directions underlined twice one more time).

The teacher should explain the task the student is to do. Demonstrate on a chart or the chalkboard how the student is to indicate his response. Be sure he understands how to make an X on the picture.

Sample Item

DIRECTIONS FOR STUDENTS
PERCEPTUAL-MOTOR SKILLS
Motor/Eye-Hand Coordination

Here is a very crooked path. Put your pencil on the girl and draw a line from her to the tree. Remember try to stay within the pathway. (Repeat the double-underlined directions one more time).

The girl to the tree. Remember try to stay within the pathway.

No. 1
Here is a square for you to copy. You are to draw a square just like the one you see on the other side of the line.

(Repeat the double-lined directions one more time.)
Here is a group of dots. There is no line connecting the dots. TAKE YOUR PENCIL, PUT IT ON THE DOT BY THE WORD 'START', AND CONNECT THE DOTS GOING TO THE WORD 'FINISH'. REPEAT THE DOUBLE-UNDERLINED DIRECTIONS ONE MORE TIME.

START

FINISH

PERCEPTUAL-MOTOR SKILLS
Here are three pictures. MAKE AN X ON THE PICTURE THAT SHOWS THE BALL TO THE LEFT OF THE TREE. (Repeat the double-underlined directions one more time.)
Here are three pictures. MAKE AN X ON THE PICTURE THAT CAN MAKE THE LOUDEST SOUND.

Repeat the double-underlined directions one more.
AUDITORY PERCEPTION SKILLS

Recognition of Sound

Here are three pictures. Make an X on the picture that can make a cracking or breaking sound.

Repeat the double-underscored directions one more time.

No. 6

Recognition of Sound

AUDITORY PERCEPTION SKILLS
Here are three pictures. MAKE AN X ON THE PICTURE THAT RHYMES WITH THE SOUND OF THE WORD MOON. (Repeat the double-underlined directions one more time).
Recognition of Size

Look at the pictures. Make an X on the one that shows the big apple. (Repeat the double-underlined directions one more time).
Look at the picture. Make an X on the one that shows the tall tree. Re-
peat the double-underlined directions one more time.)
Here are three pencils. Make an X on the pencil that is fat.

(Repeat the double-underlined directions one more time)

Recognition of Size
Here are some shapes. MAKE AN X ON THE SHAPE THAT IS LIKE THE FIRST ONE.

Repeat the double-underlined directions one more time.

Recognition of Shape
Here are some letters. MAKE AN X ON THE LETTER THAT IS LIKE THE FIRST ONE. (Repeat the double-underlined directions one more time).

No. 12

Letter Discrimination

VISUAL PERCEPTION SKILLS
Here are three pictures. MAKE AN X ON THE PICTURE THAT HAS A PART MISSING. (Repeat the double-underlined directions one more time).

- Awareness of part/whole relationship

**VISUAL PERCEPTION SKILLS**
Here are three pictures. Make an X on the picture that is usually red.

Repeat.

No. 14

Recognition of color

VISUAL PERCEPTION SKILLS
Recognition of Like Shapes

Here are three pictures. Make an X on the picture that shows the things that are alike.

No. 15

Recognition of Like Shapes

VISUAL PERCEPTION SKILLS
Look at the pictures. Make an X on the picture that shows something to eat.

No. 16

Association of Picture/Concept

Word Meaning
Look at these pictures. MAKE AN X ON THE PICTURE THAT SHOWS ONLY THREE BALLOONS:

Repeat the directions underlined twice one more time.

Number Concept
Association of Picture/Word

WORD MEANING
Look at the pictures. MAKE AN X ON THE PICTURE THAT DOES NOT BELONG. (Repeat)

The directions underlined twice one more time.

WORD MEANING

Classification

No. 18
Here is a ladder and a bucket. Listen carefully to what I tell you to do. I will tell you only one time. **DRAW A LINE FROM THE TOP OF THE LADDER TO THE BOTTOM OF THE BUCKET.**
Follow Directions No. 20

Place Relationship

Follow Directions

Sentence Meaning

Look at the picture of the flower and the apple. Listen carefully to what I tell you to do. I will say it only once. Make a dot on the apple and make a circle around the flower.
Look at the pictures. MAKE AN X ON THE PICTURE THAT SHOWS THE PLATE BETWEEN THE KNIFE AND FORK. (Repeat the directions underlined twice one more time).
Look at the first word in the square box. Look at the other words next to the first word in the square box. MAKE AN X ON THE WORD THAT IS LIKE THE FIRST WORD IN THE SQUARE BOX.

(Repeat the directions underlined twice one more time).

ball ball cold
Look at the first word in the square box. Look at the other words next to the first word in the square box. MAKE AN X ON THE WORD THAT IS LIKE THE FIRST WORD IN THE SQUARE BOX.

(Repeat the directions underlined twice one more time).

street
street
street
street
Look at the letters in the boxes. Make an X on the box that has the same letters as the first box. (Repeat the directions underlined twice one more time).
Look at each box. **MAKE AN X ON THE BOX THAT DOES NOT BELONG.** (Repeat the directions underlined twice one more time).

D
A
3
ANSWER KEY

Score one point for each test item if an X is made on the object or picture listed in the answer key. Score others one point as directed.

1. If line is within the double line (mouth missing)
2. If there are four corners (right angles and connected) and lines are reasonably parallel and reasonably the same length
3. If the line touches each dot in succession
4. Middle (tree with ball to the left)
5. Middle (drum)
6. First (glass)
7. Last (spoon)
8. Middle (big apple)
9. Last (tall tree)
10. First (fat pencil)
11. Last (circle)
12. Last (D)
13. Middle (mouth missing)
14. First (apple)
15. First (shoes)
16. First (cake)
17. Middle (three balloons)
18. Last (hat)
19. Line must touch somewhere on the top
20. Dot must be on the apple and the circle
21. First (place between), lower may be irregular (must surround the bucket of edge of the bucket and connect with the bottom and connect with the bucket)
22. First (place between)
23. Street
24. Middle (HC)
25. Last (3)

I. If there are four corners (right angles and reasonably parallel)
II. If there are four corners (right angles and reasonably parallel and connected)
III. If the line touches each dot in succession and reasonably the same length
IV. If the line is within the double line
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**Auditory Perception**
- 7. Auditory discrimination
- 6. Recognition-sound
- 5. Awareness-volume

**Sentence Meaning (Following directions)**
- 4. Spatial identification
- 3. Left to right progression
- 2. Visual memory
- 1. Eye-hand coordination

**Word Meaning**
- 16. Picture/concept
- 17. Picture/number concept
- 18. Classification

**Possible Score**

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**TOTAL Score**: 25