

## Newcomer Student Diagnostic Tools

The following diagnostic tools may be used to:

- Determine initial student academic strengths and needs,
- Monitor ongoing progress

Included in this packet you will find:

- A writing diagnostic tool
- A results sheet to help determine student strengths and needs in writing
- A numeracy diagnostic tool (basic skills through grade 5)
- A results sheet to help determine student strengths and needs in basic math skills
- A progress monitoring guide of newcomer language and academic skills

This is one suggested tool among many you may use to determine basic skills for your newcomers. You may continue to use your school-based tools to track student academic skills and progress. For additional assistance with newcomers at your school, please reach out to your assigned Site Coordinator at the English Language Learner Division at (702) 799-2137.

## Newcomer Student Writing Diagnostic Tool

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Language Spoken at Home:	Student's Dominant Language:	Grade at which student entered an English speaking school:
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Note: Please ask a translator to translate the following prompt for the newcomer.

Prompt: Write about yourself in the language you feel most comfortable. Tell us as many details as you can, for example: things you like to do, favorite games you like to play, favorite food, etc.

## Writing Diagnostic Results

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Please use this information to help you determine how to assist the student with writing based on their current level of proficiency.

### Check each skill the student demonstrated in their writing sample.

#### What functional writing skills was the student able to demonstrate?

- The student can write in his/her native language.
- The student can formulate legible letters.
- The student can use proper spacing between words.
- The student knows when to use capital letters.
- The student can write in complete sentences.
- The student understands where to use punctuation marks.
- The student knows how to use diacritical marks (accent marks; for example...*tilde ñ* Niño, *í -accent grave* joyería- etc.).

#### If translated, what content writing skills was the student able to demonstrate?

- The student attempted to write a sentence using single words and/or phrases in their native language about the topic.
- The student was able to write a few simple sentences in their native language about the topic.
- The student wrote clearly organized thoughts about the topic with cohesive and well-transitioned paragraphs.
- The student's writing had few mechanical or grammatical errors.

#### Additional Notes:

#### Can the student write in his or her native language?

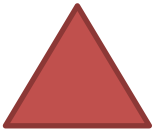





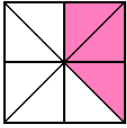
- Yes, this student is a proficient writer.
- Yes, with some limitations.
- Yes, but very limited.
- No, not a writer.

**Newcomer Student Numeracy Diagnostic Tool**

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Mark appropriate stopping point based on student's grade-level. You may stop them earlier if they reach frustration.

Please complete as many math problems as you can.

<p>1. I can identify (or write) the names of the following shapes:</p>			
 <p>_____</p>	 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
<p>2. I can write the numbers from zero to twenty:</p>			
<p>3. I can write a fraction for the shaded part.</p>	 <p>_____</p>	 <p>_____</p>	 <p>_____</p>
<p>4. I can write the place value for the underlined number.</p>	<p>1<u>4</u></p> <p>_____</p>	<p><u>2</u></p> <p>_____</p>	<p><u>5</u>37</p> <p>_____</p>

5. I can add.	$\begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$		$\begin{array}{r} 4 \\ + 6 \\ \hline \end{array}$	
	$\begin{array}{r} 49 \\ + 7 \\ \hline \end{array}$		$\begin{array}{r} 164 \\ + 539 \\ \hline \end{array}$	
6. I can subtract.	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$		$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	
	$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$		$\begin{array}{r} 67 \\ - 38 \\ \hline \end{array}$	
7. I can multiply.	$1 \times 6 =$		$7 \times 4 =$	
	$\begin{array}{r} 26 \\ \times 3 \\ \hline \end{array}$		$\begin{array}{r} 67 \\ \times 13 \\ \hline \end{array}$	
8. I can divide.	$8 \div 2 =$	$25 \div 5 =$	$78 \div 4 =$	$109 \div 7 =$
9. I know how to solve this problem.	$2x - 10 = 6$			

## Numeracy Diagnostic Results

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Please use this information to help you determine how to assist the student in mathematics based on their current level of proficiency.

### Check each skill the student demonstrated.

- The student can identify basic shapes.
- The student can write numbers zero to twenty.
- The student can identify basic fractional parts of a diagram.
- The student can identify place value up to the hundreds place.
- The student can add single digit numbers.
- The student can add double-digit numbers with regrouping.
- The student can subtract single digit numbers.
- The student can subtract double-digit numbers with regrouping.
- The student can multiply single digit numbers.
- The student can multiply double-digit numbers with regrouping.
- The student can divide single digit numbers.
- The student can divide a double-digit number by a single digit number with or without a remainder.
- The student can solve for the variable in a given equation.

### Additional Notes:

### Does this student have numeracy skills appropriate to their grade level?

- Yes, demonstrates the basic numeracy skills to their grade level, or through elementary.
- Yes, demonstrates most basic numeracy skills.
- Yes, demonstrates some basic numeracy skills.
- No, does not demonstrate numeracy skills.

## Progress Monitoring of Newcomer Skills

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Please share this guide with other educators and use responses to plan next steps for this student.

Indicate on the line the month and year the student demonstrates each skill.

### General School Skills

- \_\_\_\_\_ State their name, address, telephone number, age and birthdate
- \_\_\_\_\_ State the school name, grade, teacher name, bus number/color, and names of key staff
- \_\_\_\_\_ State the names and relationships of the people in their family ("Maria is my mother.")
- \_\_\_\_\_ Follow school directions (stand up/sit down, open/close, write/print/copy, read, listen)
- \_\_\_\_\_ School survival phrases (ask to use the bathroom, go to the nurse)
- \_\_\_\_\_ Understand basic directions, read important signs (fire escape, restroom)
- \_\_\_\_\_ Question to deepen understanding ("What is this?", "I don't understand.", "How do you say...?")
- \_\_\_\_\_ Know school nouns (book, scissors, pencil, eraser, crayons, computer, etc.)

### Communication Skills

- \_\_\_\_\_ Use greetings/salutations ("Good morning", "What is your name?" "My name is...", "How are you?", and "Excuse me")
- \_\_\_\_\_ Recognize and identify feelings (happy, sad, angry, tired, scared)
- \_\_\_\_\_ Express likes and dislikes

### Primary Academic Skills

- \_\_\_\_\_ Print and recite the letters of the alphabet and produce letter sounds, identify letters chosen at random
- \_\_\_\_\_ Pronounce and recognize color names
- \_\_\_\_\_ Identify shapes
- \_\_\_\_\_ Count to 100, write numerals to 100, read/write words for numbers to 100

### Community Skills

- \_\_\_\_\_ Know the names of foods, food categories (vegetables, meats...), and how to order from a menu
- \_\_\_\_\_ Know the names and values of coins and bills, read prices, and make change (buy)
- \_\_\_\_\_ Know the names and locations of the parts of the body
- \_\_\_\_\_ Know common occupations (teacher, police officer, mail carrier)
- \_\_\_\_\_ Identify items of clothing (shirt, pants, socks, shoes, coat, etc.)

### Miscellaneous Skills

- \_\_\_\_\_ Tell time and understand expressions for time (a.m./p.m., morning, etc.)
- \_\_\_\_\_ Use a calendar; know the days, months, seasons and related words (today, tomorrow, yesterday, weekend, and weekday)
- \_\_\_\_\_ Know words for weather variations (snow, rainy, hot, and windy)