Newcomer Student Diagnostic Tools - Tigrinya

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

ሽም: _____ ክፍሊ: _____ ቍነ: _____

ኣብ ገዛ ዝዛረብ ቋንቋ:	ናይ ተመሃሪ ዋና ቋንቋ:	ተመሃራይ ናይ እንግሊዘኛ ቤትምህርቲ ዝጀመረሉ ክፍሊ:

Prompt:ብዝተዕመካ ቋንቋ ብዛዕባኻ ጸሓፍ :ብዛዕባኻ ንገረና , ንኣብነት:እንታይ ምግባር ትፈትዋ ነገራት , ትፈትዋ ጸውቲ, ትፍትዋ ምግቢ

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?

- o The student can write in his/her native language.
- o The student can formulate legible letters.
- o The student can use proper spacing between words.
- o The student knows when to use capital letters.
- o The student can write in complete sentences.
- o The student understands where to use punctuation marks.
- o 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?

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

Additional Notes:

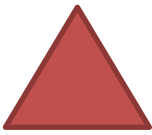---

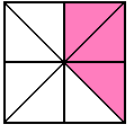**Can the student write in his or her native language?**

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

Newcomer Student Numeracy Diagnostic Tool

ሽም: _____ ክፍሊ: _____ ቅነ: _____

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

በጃኹም ብዝተአለኩም መጠን ናይ ሂሳብ ሽግር ፍትህዎ

1.ናይዚ ቅርጺ ሽም ፈልየ ምጽሓፍ እኸዕል እየ :

          △   □   ▭   ●

_____   _____   _____   _____

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2. ካብ ዜሮ ክሳብ ዒስራ ምጽሓፍ እኸዕል እየ :

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3. ሕብሪ ዘለዎ ቦታ ከፍልፋሊታት ፈልየ ምጽሀፍ እኸዕል እየ			
	_____	_____	_____
4. መስመር. ዝተገበረሉ ቦታ ናይ ቁጽሪ ዋጋ ከጽሓፍ እከዕል እየ	<u>1</u>4 _____	<u>2</u> _____	5<u>3</u>7 _____

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5. ምድማር እኸዕልዩ.	5 + 2	4 + 6
	49 + 7	164 + 539
6. ምቅናስ እኸዕልዩ.	4 − 2	7 − 3
	13 − 1	67 − 38
7. ምብዛሕ እኸዕልዩ .	1 x 6 =	7 x 4 =
	26 × 3	67 × 13

8. ምምቃል እኸዕልዩ	8 ÷ 2=	25 ÷ 5 =	78 ÷ 4 =	109 ÷ 7=

9. ሽግር ምፍታህ እኸእልዩ	$2x - 10 = 6$

CCSD
CLARK COUNTY
SCHOOL DISTRICT

English Language
Learner Division

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.

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

Additional Notes:

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

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

Progress Monitoring of Newcomer Skills

ሽም: _____ ክፍሊ: _____ ቅነ: _____

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

ወርሓን ዓመትን ኣብ መስመር ኽዕለቱ ጸሓፉ

ዋና ናይ ትምህርቲ ኽዕለት

_____ ሽምኩዞም ጸሓፉ,ኣድራሻ,ክፍሊ,ስልኪ ቁጽሪ, ዕድም

_____ _ሽም ቤትምህርቲ, ክፍሊ,ሽም መምህር,ናይ ኦቶቡስ ቁጽሪን ህብሪን, ሽም ናይ ዋና ስራሀተኛ. ጸሓፍ

_____ ናይ ቤተሰብ ሽም ጽሓፍ

_____ናይ ቤትምህርቲ መምርሒ (ጦጦው በል/ኮፍ በል, ክፈት/ዕጸው, ጽሓፍ/ምህታም/ምግልባጥ, ኣንብብ, ምጽሓፍ)

_____ ዘድልዩ ቋንቋ (ሽቃቆ ምጥቃም,ነርስ ምርአይ)

_____ ቅልል ዝበለ መምርዒ ምርዳዕ,ዝጠቐሙ ምልክታት ምንባብ(ከምናይ ሽቃቆ ,ናይ ሓዊ ሓደጋ ዝመሰሉ ምልክታት)

_____ ሕቶታት("እንታይ እዩ?", "ኣይተረደኣንን", "ከምኡ ዝበሃል…?")

_____ቤትምህርቲ ንጥቀመሉ ቃላት (መጽሓፍ, መቀዝ, ርሳስ, መደምሰሲ, ሕብሪ ዘለዎ ርሳስ ኮምፑተር)

ናይምዝርራብ ክዕልት

_____ ሰላምታ /("ከመይ ሓዲርካ", "ሸመካ መን እዩ?" "ሸመይ …እዮ", "ከመይ ኣለኻ?", "ይቅ̮ርታ")

_____ ስምዒትካ ምግላጽን ምፍላጥን (ሓጎስ, ሓዘን, ሕርቃን, ድኻም, ፍርሒ)

_____ ትፈትዎን ዘይትፈትዎን ምግላጽ

ዋና ናትምሕርቲ ክእለት

_____ፈደላት ምህታምን ዓው ኢልካ ምዝራብን ምፍላይን

_____ ዝተፈለየ ሕብርታት ምፍላጥን ዓይነቶም ምፍላይ

_____ ቅርጺ ፈሊኻ ምፍላጥ

_____ ክሳብ ሚእቲ ሙቑፃር,ምጽሓፍ, ምንባብን

ናይ ማሕበረሰብ ፍልጠት

_____ ናይ ምግቢ ሽማት ምፍላጥ, (ኣትክልቲ,ሥጋ, …),ካብ ሜኑ ከመይ ከምእዛዝ

_____ �🍕ርሺታትን ሳንቲምን ምፍላጥን ዋጋኡ ምርዳእ ዋጋ ምፍላጥ ምሸራፍ

_____ ናይ ኣካልና ክፍልታት ሽም ምፍላጥን ቦታን ምፍላጥ

_____ናይ ሥራህ ዓይነት ምፍላጥ (መምህር, ፖሊስያ, ደብዳቤ ዘመላልስ)

_____ ክዳን ምፍላይ (ካምቻ, ሥሬ, ካልሲ,ሳእኒ, ጁባ)

ዝተፈላለየ ፍልጠት

_____ ጊዜን ሰዓት ምፍላጥ (ንግሆ/ምሸት)

_____ መቀኖጸሪ መዓልቲ ምጥቃም ,ወርሒ , ናይ ኣየር ኹነታት (ሎሚ, ጽባሕ, ትማሊ,ቀዳምን ሰንበትን ካብ ሶኒ ክሳብ ዓርቢ)

_____ ናይ ኣየር ኹነታት (በረድ, ምህራም, ሓሩር, ንፋስ)