



Screening 0+

Classroom Implementation Instructions

Printable version

December, 2025.

Overview test items

This manual provides the teacher instructions for the items of the screening test to be administered either at the end of Preschool or at the beginning of Grade 1.

The Screening 0 covers the following content areas:

- 1 Translating number words into numerals
- 2 Perceptual subitizing
- 3 Conceptual subitizing
- 4 Emerging part-whole understanding
- 5 Comparing sets
- 6 Ordinal understanding (number after)
- 7 Counting
- 8 Ordinal understanding (number before)
- 9 Counting out a quantity

Before the distribution of the test booklets

Tell the children that at the end (Preschool) / beginning (Grade 1) of the school year, that you would like to find out, what the children already know and can do.

Inform them that each of them will receive a little booklet with tasks to solve and that you will guide them through the tasks and tell them what to do.

Explain to them that it is important that they do the tasks by themselves and that it is not helpful, if they copy from their neighbours, because in their booklets there are different tasks. Stress that it does not matter, if they do not know the answer for some tasks.

Tell the students to use a pencil. Explain that using a razor takes too much time and show them on the board what to do, when they realise that they have written something wrong: Cross out what is wrong and write the correct answer above, below or next to it.

Tell the children that you will lead them through the tasks one by one and that you will explain what to do for each task. **Ask them NOT to go ahead by themselves.**

Explain to them, that it is important that they pay attention and listen carefully to your instructions. To help them solve the tasks, you will give an example to the whole class, before they work on the tasks by themselves.

Make sure that all desks are empty, and that each child has only a pencil in front of them.

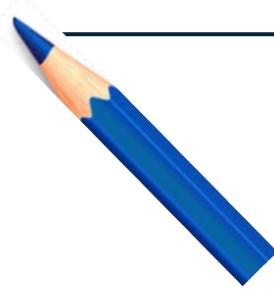
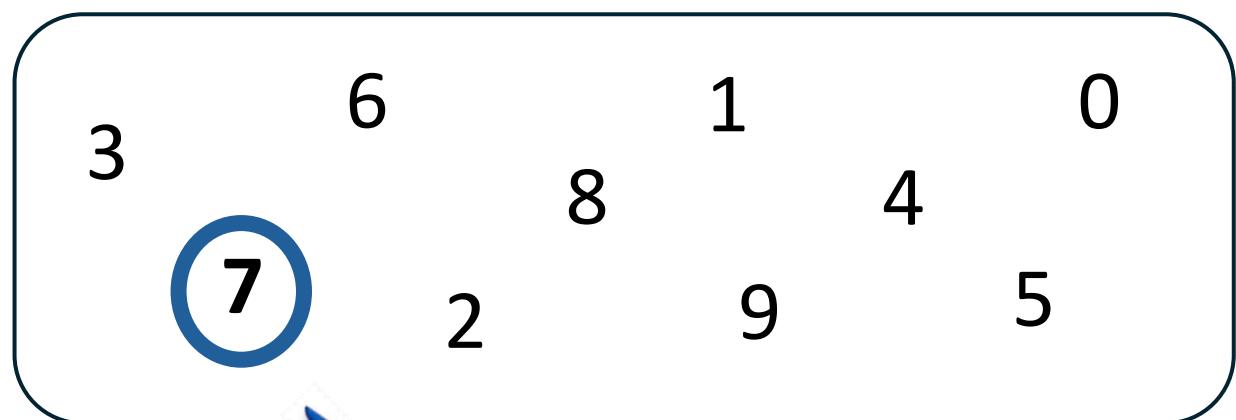
Tell the students that you are about to hand out the booklets **and stress that for the moment the booklets will stay closed** on their desks until you ask them to open them.

Now hand out the booklets and invite the students to write their first name and class on the front page.

Please note:

- The dot pictures related **Item 2** and **Item 3** are not the examples but belong to the task. Only show these dot pictures when it is pointed out in the instruction.
- For **Item 4** you can choose between two versions. Only do one version and skip the other. **Do not do both tasks.**
Furthermore, there is **no example**, so the picture of the hand and the candy, i.e. option A (alternatively of the pencil case and the coloured pens, i.e. option B) belongs to the task. Show it when pointed out in the instruction.

Example Item 1



1 Translating number words into numerals

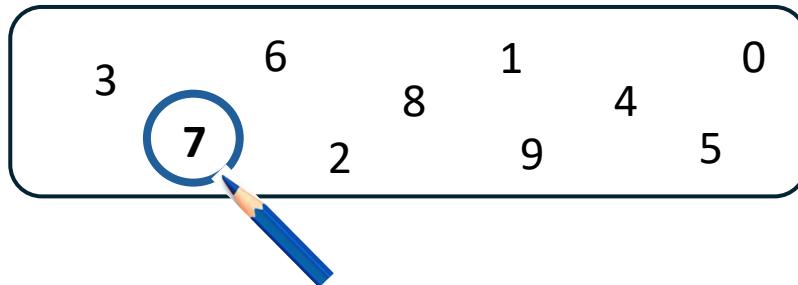
Example

“Look at this box.”

→ *Point to the box in the example.*

“We wanted to find the number 7. Here it is.” → *point to the number 7*

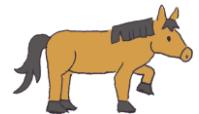
We found the number 7 and we made a circle around it.



Screening tasks 1a - 1d

“Now I want you to circle some numbers. Please turn your page.”

1a: “In the top corner you see a little **horse**. That is the right page. Now look at the numbers and circle the number **2**. Look for the **2**.”



1b: “Now turn over your page until you see a **cat** in the top corner. The next number to find is **5**. Find the **5** and circle it.”



1c: “Well done. Turn your page over and you will see a **bird** in the top corner. Find the page with the bird. Now look at the numbers and circle the number **6**. Find the **6** and circle it.”

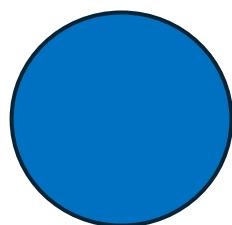
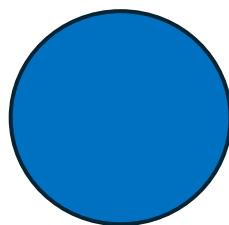
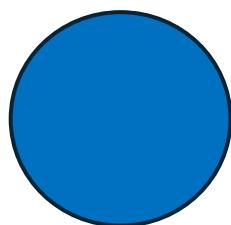
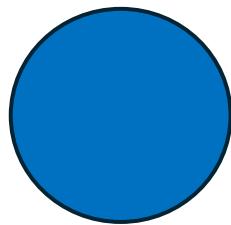


1d: “One more number. Turn over your page and you see a **fish** in the top corner. We are looking for the page with the little fish. The last number to find is **9**. Find the **9** and circle it.”



“Well done. Please put your pencil down on your desk. We will do something different now.”

Picture for screening task 2: Perceptual subitizing



2 Perceptual subitizing

No example for this task!

Screening task 2

“Now please turn the page over and you will see a **star** in the top corner. You see the star? That is the right page.”



“In a moment I will show you a picture with dots. But I will show it only once and only very quickly. So, you must pay attention. All eyes on me.”

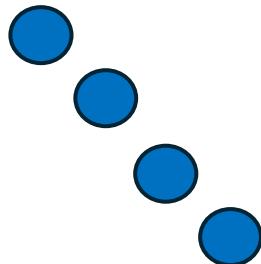
“Once you know how many dots are in my picture, I want you to find that number in the box and circle it.”

“Do not call out the number so that all the others can hear. Keep it to yourself.”

“Ready? Look at the picture and circle the right number on your page.”

“Ready, set, go!”

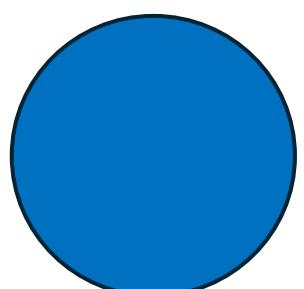
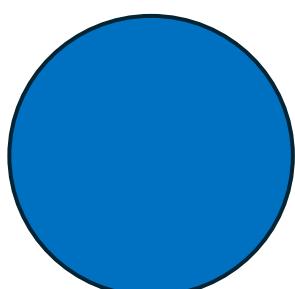
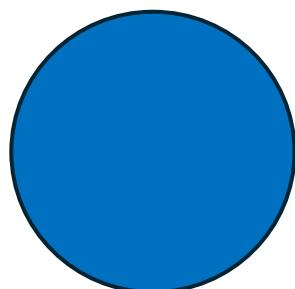
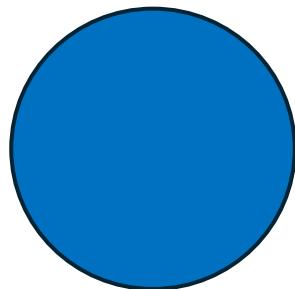
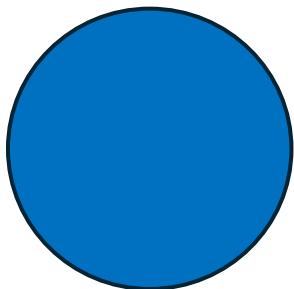
Show the picture with the dots
for just **1 second**!



“Now circle the correct number.”

“Well done. You can now turn over to the next page.”

Picture for screening task 3: Conceptual subitizing



3 Conceptual subitizing

No example for this task!

Screening task 2

“Now please turn the page over and you will see a **sun** in the top corner. Look for the page with the sun.”



“I will show you another pages with dots. Look at me and pay attention.”

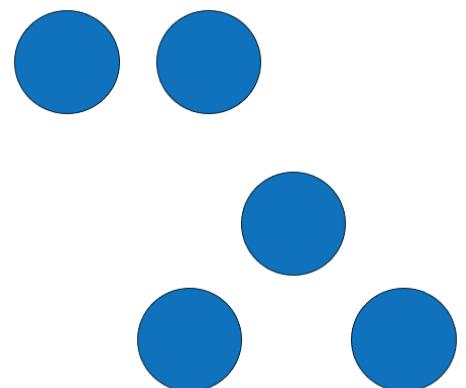
“Again, I want to know how many dots you saw.”

“Remember: Do not call out the number so that all the others can hear. Keep it to yourself.”

“Ready? Now look at the picture and circle the right number on your page.”

“Ready, set, go!”

Show the picture with the dots
for just **1 minute!**



“Now circle the correct number.”

“Well done. Please put your pencil down on your desk. I will show you another picture.”

Picture for screening task 4 (Option A)



4 Emerging part-whole understanding

Option A

No example for this task!

Screening task

“Look at this picture.”

→ *show the picture for Item 4*

“Now there are **5** candies altogether.
You can see **3** candies here”.

→ *point out the 3 candies*

“And some are hidden in the hand. We cannot see how many are hidden in the hand”

→ *point at the hand*

“How many are hidden, if there are **5** candies altogether? Don’t call out the number!”

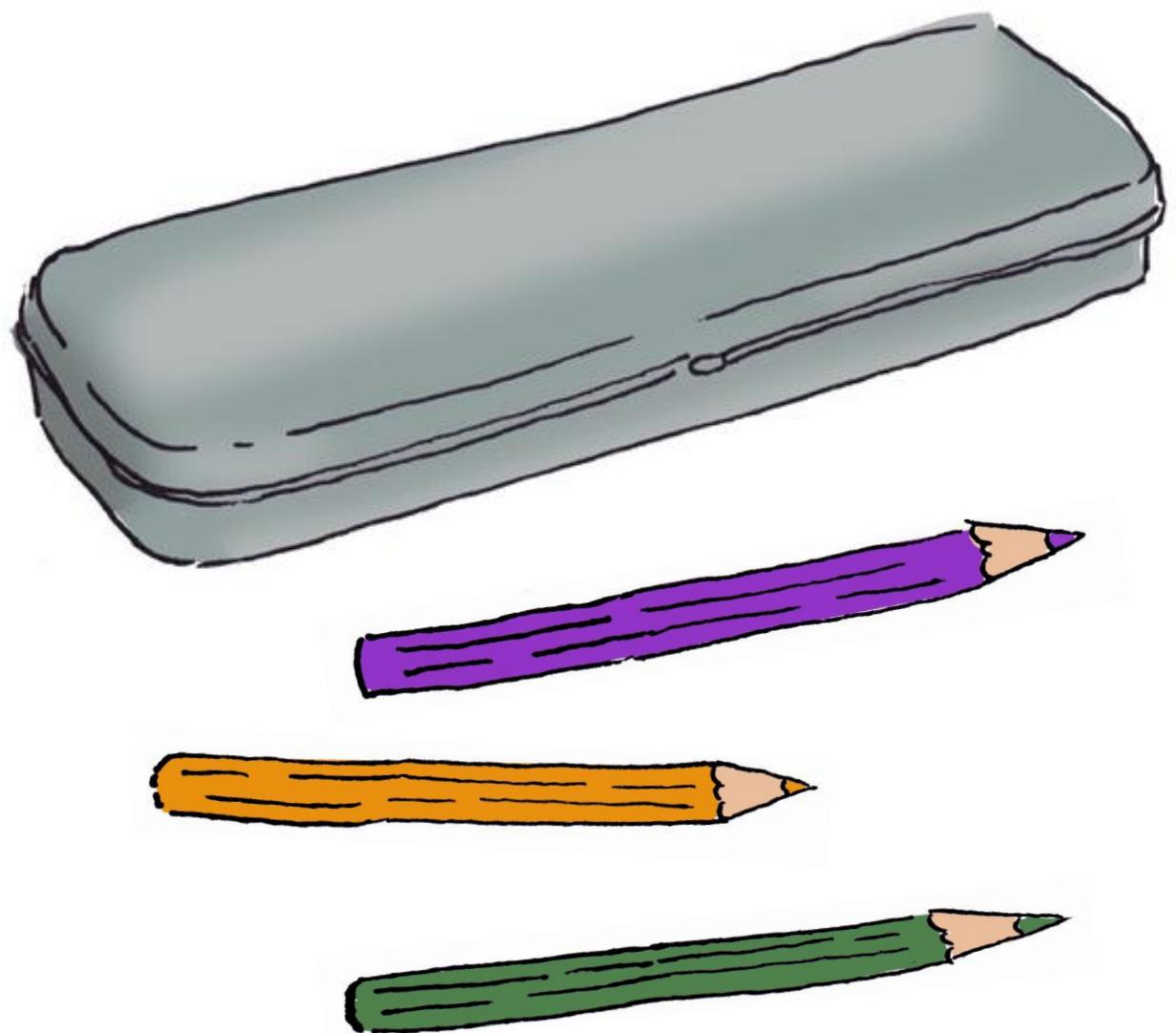
“Instead, circle the right number in the box.”

“Once you are finished, please put your pencil on your desk.”

“We move on to the next task now.”



Picture for screening task 4 (Option B)



4 Emerging part-whole understanding

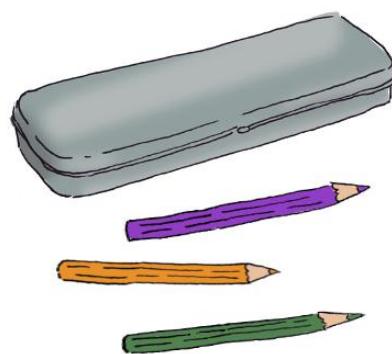
Option B

No example for this task!

Screening task

“Look at this picture.”

→ *show the picture for Item 4*



“Now there are **5** pencils altogether. You can see **3** pencils here”.

→ *point out the 3 pencils*

“And some are hidden in the pencil case. We cannot see how many are hidden in the pencil case.”

→ *point at the pencil case*

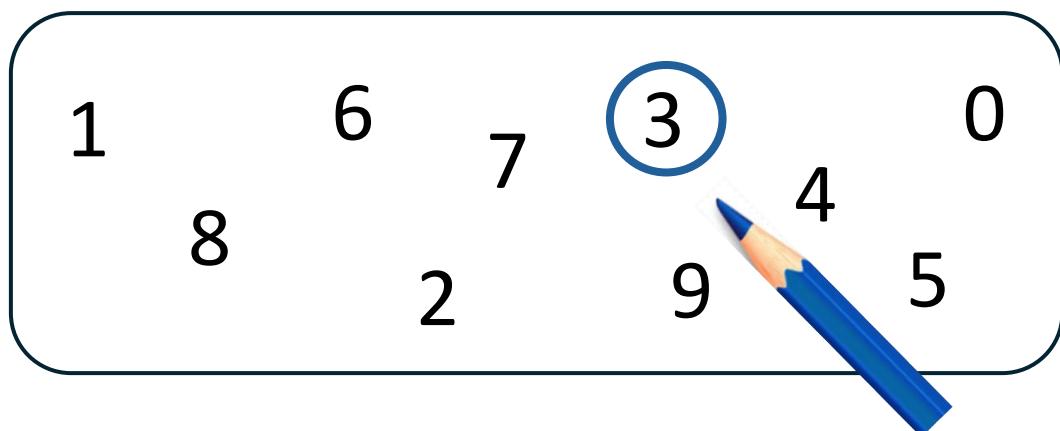
“How many are hidden in here, if there are **5** pencils altogether? Don’t call out the number!”

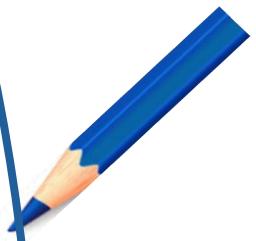
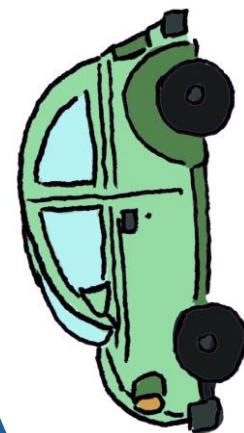
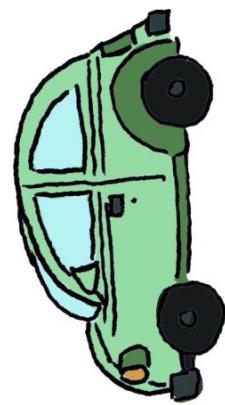
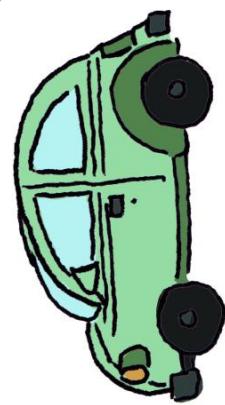
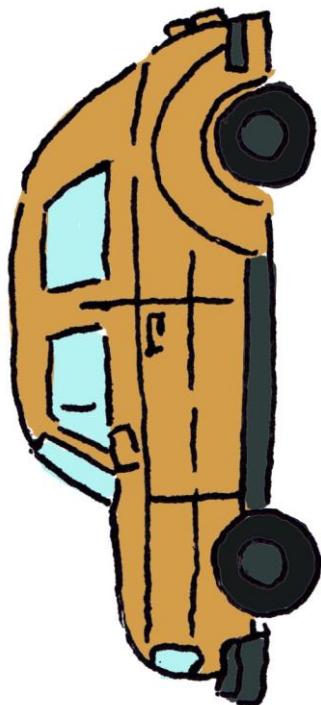
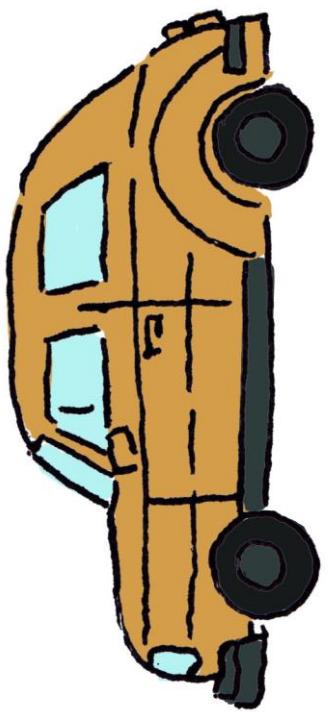
“Instead, circle the right number in the box.”

“Once you are finished, please put your pencil on your desk.”

“We move on to the next task now.”

Example Item 5: Comparing sets





5 Comparing sets

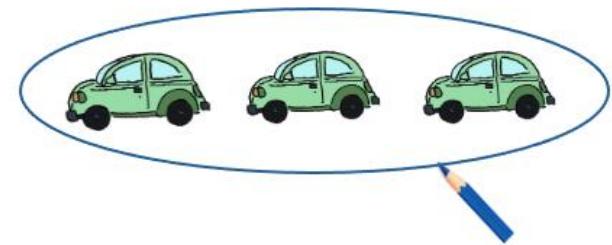
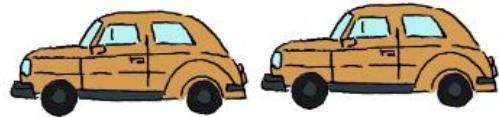
Example:

“Please look at this picture.”

→ *show the example*

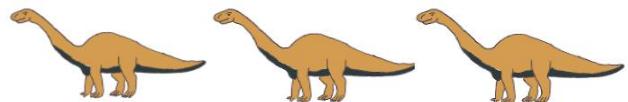
“You see red cars and blue cars. But there are more blue cars than red cars.”

“*This is way I have circled the blue cars. There are more blue than red cars.*”

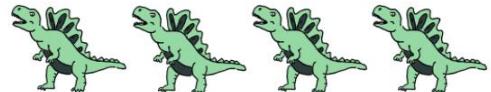


Screening task 5a:

“Please turn your page over to the next task.”



“On this page you see dinosaurs.”



“One row at the top and one row below.”

“Circle the row where there are **more** dinosaurs. Where are **more** dinosaurs? In the top row or in the bottom row? Circle that row.”

Screening task 5b:

“Now please turn over to the next page.”



“Here you see caps and heads.”

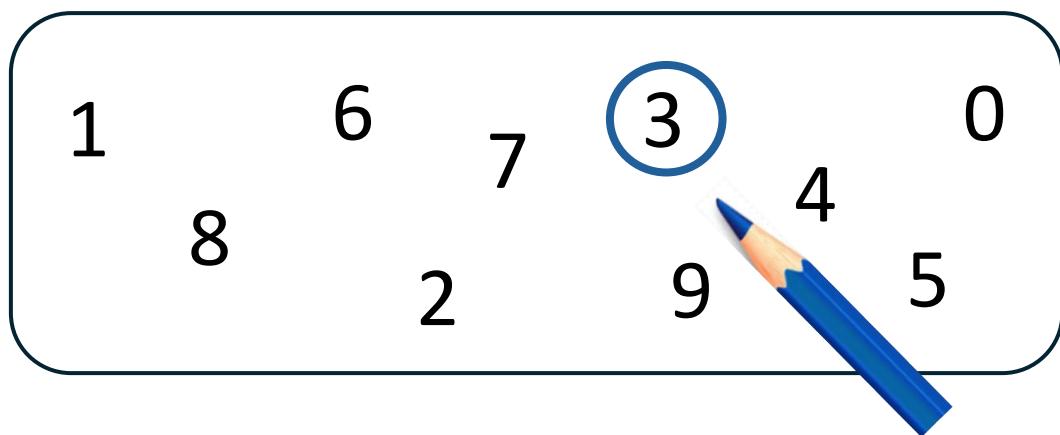


“Are there more heads or caps?”

“Circle the row where there are **more. More** caps or more heads?”

“Once you are finished, please put your pencil on your desk.”

Example Item 6: Number after

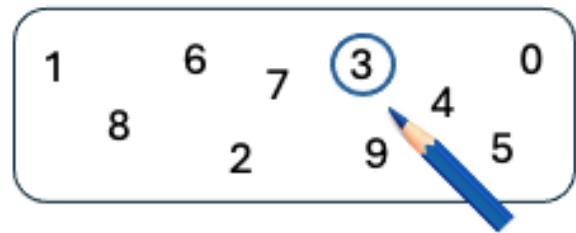


6 Ordinal understanding (number after)

Example

„What number comes after 2 when you count?

→ let the students answer



“That is right. The number **after 2 is 3**.

One, two, **three**. This is why I have circled the number 3.”

→ hold up the example and point to the number 3

Screening task

6a: “Now, please turn the page over and you see an **apple** in the top corner. Does everybody see the apple? Good.”



“When I count, which number comes **after 5**?

Do not call out the number. Circle it on your page.
The number **after 5**.”

6b: “Please turn the page over and you see a **banana** in the top corner. Put your finger on the banana.”



“Now, when I count, which number comes **after 3**?

Do not call out the number. Circle it on your page.
The number **after 3**.”

6c: “Now, please turn the page over and you see an **orange** at the top corner. Put your finger on the orange.”



“When I count, which number comes **after 7**?

Do not call out the number. Circle it on your page.
The number **after 7**.”

“Once you are finished, please put your pencil on your desk.”

no example for Item 7

7 Counting

no example needed

Screening task

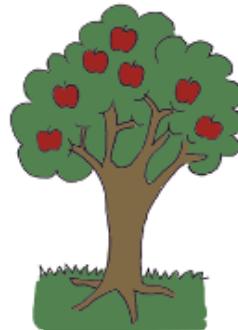
“Please turn your page over to the next task.”

“Here you see an apple tree with nice red apples.”

“How many apples are hanging on the tree?

Count the apples and then circle the the right number in the box.”

“How many apples are hanging on the tree?”



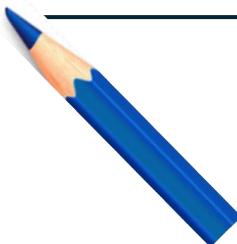
9	5	8	1	0	4
2	7	3		6	

“Once you are finished, please put your pencil on your desk.”

“You are doing really well. Only two more tasks to go.”

Example Item 8: Number before

1	6	7	3	0
8		4	9	5
2				



8 Ordinal understanding (number before)

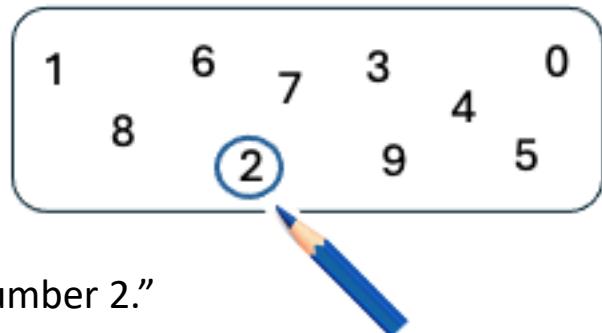
Example

„What is the number before 3 when you count?

→ let the students answer

“That is right. The number **before 3 is 2**.

One, **two**, three. So I have circled the number 2.”



→ hold up the example and point to the number 3

Screening task

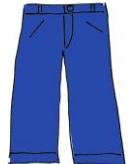
8a: “Now, please turn the page over and you see a **T-shirt** in the top corner. Does everybody see the T-Shirt?



When I count, which number comes **before 6**?

Quiet. Do not call out the number! Circle the number **before 6** on your page.”

8b: “Now, please turn the page over and you see a pair of **shorts** in the top corner. Does everybody see the shorts?



When I count, which number comes **before 4**?

Do not call out the number! Circle the number **before 4** on your page.”

8c: “Now, please turn the page over and you see a **cap** in the top corner. Does everybody see the cap?

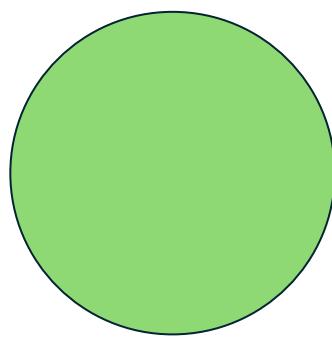
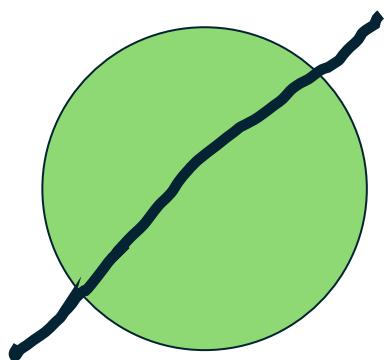
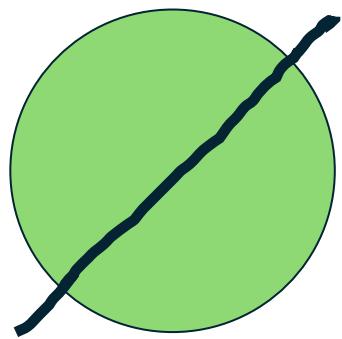
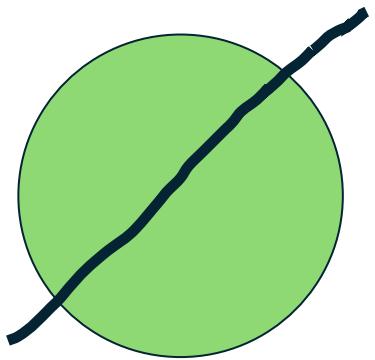


“When I count, which number comes **before 8**?

Do not call out the number! Circle the number **before 8** on your page.”

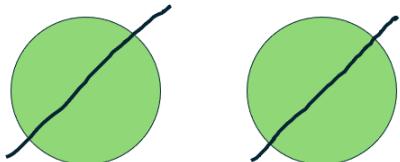
“Once you are finished, please put your pen on your desk. Well done. We only have one more task to do.”

Example Item 9



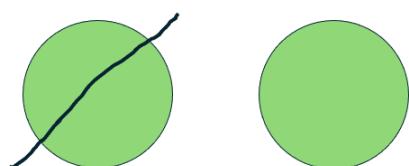
9 Counting out

Example



“Look at these four circles.”

→ *show the example*

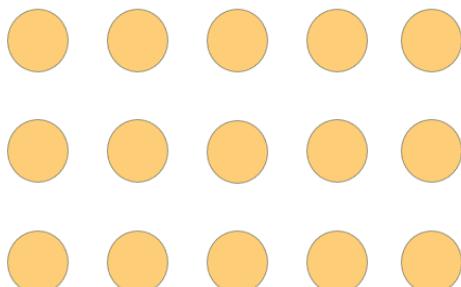


“I have crossed out 3 circles.”

→ *point to each of the three lines*

“Can you see that?”

Screening task



“Please turn the page over to our last task.”

“Here you see more circles.”

“Cross out **8** circles. Eight circles need to be crossed out.”

“Please cross out 8.”

“Once you are finished, please put your pencil down, close your booklet and I will come around and collect it.”

→ *After collecting all the booklets: Thank the children for their hard work and cooperation and treat them with a run around the school yard or a game!*