



3rd Grade Readiness - Fall

Script for Paper-based Screener

(Total Time ≈ 20 minutes)

Why? To identify students who may need extra help.

How? Screen all students and record scores into the Course Overview report.

Teacher Notes:

- Verify that students are ready to screen with a pencil, readiness screener and blank sheet of paper.
- In the Screening Script, say what is in bold text and do what is in italicized text.
- Include an appropriate pause at the end of each statement.
- Provide the recommended wait time for each group of questions in this Screening Script.
 - If a student is finishing up a problem, you may provide up to 15 extra seconds before asking the group to stop and turn to the next page. We do not want to provide too much time where a student can meet the benchmark using inefficient strategies.

Screening Script:

This readiness screener will help me see what you understand so I can plan my teaching.

**Do not move ahead of the whole group. After I read the directions for each page,
you will be given time to complete all three questions.**

(Recommended time is provided with each question...please don't read these aloud)

After you answer each question, use the blank paper to cover your answers.

Once we move to the next page, do not go back.

For multiple choice questions, if you don't see your answer, please do not choose one.

Take a deep breath, relax and try your best!



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(Continued)

Questions 1, 2, and 3

Find the number shown by the base-ten blocks and write your answer on the line.

As you complete each question, please use the blank sheet of paper to cover your answers.

You may begin.

(Wait 1 minute.)

If you are still working, please stop...I would like everyone to turn to the next page.

Questions 4, 5, and 6

Using mental math, add and subtract by 10 or 100 and write your answer on the line.

Please use the blank sheet of paper to cover your answers.

You may begin.

(Wait 1 minute.)

If you are still working, please stop...I would like everyone to turn to the next page.

Questions 7, 8, and 9

Compare the numbers and write your answer on the line.

You may begin.

(Wait 1 minute.)

Please stop and turn to the next page.



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(Continued)

Questions 10, 11, 12

(Look for hands.)

Add the numbers and write your answer on the line.

You may begin.

(Wait 2 minutes.)

Please stop and turn to the next page.

Questions 13, 14, 15

(Look for hands.)

Subtract the numbers and write your answer on the line.

(Wait 2 minutes.)

Please stop and turn to the next page.

For questions 16 and 17, you will complete addition and subtraction problems...please set your pencil down and don't look at the problems until I ask you to.

Question 16

(Look for hands.)

When you are told to begin, answer as many addition problems as you can in 1 minute.

Remember, please do not guess because I want to find out who needs extra help.

Pick up your pencil and begin.

(Wait 1 minute.)



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(Continued)

Please stop and put your pencil down.

Turn to the next page and keep your pencil down.

Question 17

(Look for hands.)

When you are told to begin, answer as many subtraction problems as you can in 1 minute.

Please remember, do not guess because I want to find out who needs extra help.

Pick up your pencil and begin.

(Wait 1 minute.)

Please stop and put your pencil down.

This math screener is now finished, thank you for trying your best!

Make sure your name is on the first page of your packet and I will collect it.

Turn to the next page for *Recommended Next Steps* to identify and support students for Tier 2 intervention.



Recommended Next Steps

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After screening students for readiness:

- Collect the readiness screener from each student.
- Record the number of correct answers at the bottom of each page.
- Build a Course Overview Report.
 - Open the Excel Spreadsheet called, [Course Overview Report](#).
 - Select [Grade 3 Readiness](#) near the bottom of the page.
 - Enter the [Number Correct](#) for each page.
 - Cells will turn green for students who met or exceeded the benchmark.
 - Cells will turn red for students who did not meet the benchmark.
 - For most readiness standards, the benchmark is 2 out of 3 correct.
 - For the timed facts, the benchmark is 10 or more correct within 1 minute.
- Determine the ideal size of the intervention groups for each readiness standard.
 - Small intervention groups (up to 10 students) for readiness standards with a manageable number of students not meeting benchmark.
 - Whole group intervention (the entire class) for readiness standards with large numbers of students not meeting benchmark.
- Determine the sequence for providing Tier 2 intervention for each readiness standard.
 - Schedule eight 30 minute sessions for each readiness standard, beginning with RS1 – 2.NBT.3.
 - Or, customize your sequence by identifying which readiness standards must be addressed to support each unit of tier 1 math instruction and schedule each 8 session block to provide “just in time” targeted support.
- Make a schedule for providing Tier 2 intervention for each readiness standard.
 - Will students receive targeted support during planned intervention time decided at the school, or grade level? Or, will they receive it during another time, like warm-ups, choice time, centers and/or during core instruction time (1 or 2 days only) as a pre-teaching strategy?
- Communicate the plan with parents
 - Why did we screen using Delta Math? (To identify students who may need extra help!)
 - What were the results? (How did the student perform on each readiness standard?)
 - What is the plan? (Provide intervention to the whole class, small groups, when and by who?)
- Provide Tier 2 intervention that follows evidence-based recommendations from the Institute of Education Sciences that include: Explicit instruction that is systematic, visual representations of mathematical ideas, progress monitoring, motivational strategies such as personal goal setting.
 - [Support Video of the Delta Math Tier 2 Intervention Cycle](#)
 - [Delta Math Tier 2 Intervention Resources](#)