



# 4<sup>th</sup> 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

**Add the multi-digit numbers 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 3 minutes.)*

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

### Questions 4, 5, and 6

**Subtract the multi-digit numbers and write your answer on the line.**

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

**You may begin.**

*(Wait 3 minutes.)*

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

### Questions 7, 8, and 9

**Find the fraction described and shade the bubble next to your answer.**

**You may begin.**

*(Wait 1 minute, 30 seconds.)*

**Please stop and turn to the next page.**



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*(Continued)*

### Questions 10, 11, 12

*(Look for hands.)*

**Find the fractional parts and shade the bubble next to your answer.**

**You may begin.**

*(Wait 2 minutes.)*

**Please stop and turn to the next page.**

### Questions 13, 14, 15

*(Look for hands.)*

**Compare the fractions 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 multiplication 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 division 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 4 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 - 3.NBT.2a.
  - 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](#)