



6th Grade Readiness - Spring

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

Evaluate the expression 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, 30 seconds.)

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

Questions 4, 5, and 6

Multiply 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 4 minutes.)

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

Questions 7, 8, and 9

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

You may begin.

(Wait 4 minutes.)

Please stop and turn to the next page.



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(Continued)

Questions 10, 11, 12

(Look for hands.)

Add and subtract the mixed 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.)

Multiply the fractions and write your answer on the line.

(Wait 2 minutes.)

Please stop and turn to the next page.

Questions 16, 17, 18

(Look for hands.)

Divide the fractions by whole numbers and write your answer on the line.

You may begin.

(Wait 2 minutes.)

Please stop and turn to the next page.



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(Continued)

Questions 19, 20, 21

(Look for hands.)

Divide the whole numbers by fractions and write your answer on the line.

You may begin.

(Wait 2 minutes.)

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 measure the impact of Winter intervention and update groups for Tier 2 intervention during the spring.



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 6 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.
 - The benchmark for each readiness standard is 2 out of 3 correct.
 - *The timed facts benchmark (grades 1-4) is 10 or more correct within 1 minute.*
- Analyze the impact of winter intervention
 - Identify and reflect on the readiness standards that had significant gains.
 - Reflect on each targeted intervention to correlate actions with these gains.
 - Discuss a plan to address the readiness standards that had little or no gains.
 - Celebrate gains with other educators and share specific actions and/or strategies that might have promoted these results with your plans to provide continued support during the spring.
- Make a schedule for providing additional intervention during the spring.
 - Which readiness standard require spring intervention cycles?
 - Which students require spring intervention?
 - When will students receive spring intervention?
- Communicate successes and updated action plans to parents and students.
- 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](#)