



# 7<sup>th</sup> Grade Readiness - Winter

## 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

**Multiply and divide fractions 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

**Determine the ordered pair for the point and write your answer on the line.**

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

**You may begin.**

*(Wait 1 minute, 10 seconds.)*

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

## Questions 7, 8, and 9

**Find the equivalent expression, then shade the bubble next to your answer.**

**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.)*

**Evaluate the expression for the given value 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.)*

**Find the equivalent expression, then shade the bubble next to your answer.**

*(Wait 2 minutes.)*

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

## Questions 16, 17, 18

*(Look for hands.)*

**Solve the equation 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 fall intervention and update groups for Tier 2 intervention during the winter.



# 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 7 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 fall 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 winter.
- Make a schedule for providing additional intervention during the winter.
  - Which readiness standard require winter intervention cycles?
  - Which students require winter intervention?
  - When will students receive winter 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](#)