



# 6<sup>th</sup> Grade Geometry Readiness - Spring

## Script for Paper-based Screener

*(Total Time ≈ 30 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

Shade the bubbles next to the number and label of the correct perimeters and unknown side lengths.

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

*(Look for hands.)*

Shade the bubbles next to the number and label of the correct area, perimeter, and unknown side length.

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

*(Look for hands.)*

Shade the bubble next to the correct figures that represent types of geometric objects such as points, lines, and angles.

You may begin.

*(Wait 3 minutes.)*



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*(Continued)*

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

## **Questions 10, 11, and 12**

**Shade the bubble next to the correct figures that represent types of lines and angles in 2-dimensional figures.**

**You may begin.**

*(Wait 3 minutes.)*

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

## **Questions 13, 14, and 15**

**Shade the bubble next to the name of each 2-dimensional figure that can be drawn with the given properties.**

**You may begin.**

*(Wait 6 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 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 6<sup>th</sup> Grade Geometry 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.
- Make a schedule for providing Tier 2 intervention for each readiness standard.
- Communicate the plan with parents.
- Provide targeted support.