



6th Grade Tier 3 - Fall

Script for Paper-based Screener

(Total Time ≈ 45 minutes)

Why? To identify tier 3 standards for students not responding to tier 2 intervention.

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

Teacher Notes:

- Verify that students are ready to screen with a pencil, 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 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 question, you will be given time to complete it.

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

After you answer the 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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Questions 1, 2, and 3

Add the 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 2 minutes.)

If you are still working, please stop and turn to the next page.

Questions 4, 5 and 6

Subtract the numbers and write your answer on the line.

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

You may begin.

(Wait 2 minutes.)

If you are still working, please stop and turn to the next page.



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Questions 7, 8 and 9

Multiply the numbers and write your answer on the line.

You may begin.

(Wait 2 minute.)

Please stop and turn to the next page.

Questions 10, 11 and 12

Divide the numbers and write your answer on the line. Note: It is possible to have a remainder.

You may begin

(Wait 2 minutes.)

Please stop and turn to the next page.

Questions 13, 14 and 15

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

You may begin

(Wait 1 minute 30 seconds.)

Please stop and put your pencil down.

Turn to the next page and keep your pencil down.



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Questions 16, 17, 18

(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 19, 20, 21

(Look for hands.)

Compare the fractions and write your answer on the line.

You may begin.

(Wait 2 minutes.)

Please stop and turn to the next page.

Questions 22, 23 and 24

Compare the fractions 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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Questions 25, 26, 27

(Look for hands.)

Find the equal values and shade the bubble next to your answer.

You may begin.

(Wait 2 minutes.)

Please stop and turn to the next page.

Questions 28, 29, 30

(Look for hands.)

Add and subtract the mixed numbers and write your answer on the line.

(Wait 2 minutes 30 seconds.)

Please stop and turn to the next page.

Questions 31, 32, 33

(Look for hands.)

Multiply the fraction and whole number and shade the bubble next to your answer.

(Wait 3 minutes.)

Please stop and put your pencil down.

Turn to the next page and keep your pencil down.



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Question 34

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.)

Please stop, put your pencil down and turn your paper over.

Question 35

When you are told to begin, answer as many division 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.)

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 3 intervention.



Recommended Next Steps

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After screening students:

- Collect the 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 Tier 3 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 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 starting point for Tier 3 intervention groups.
 - For each Tier 3 intervention group, begin with the first Tier 3 standard that most students performed below benchmark.
- Determine the sequence for providing Tier 3 intervention.
 - Schedule eight 30 minute sessions for each Tier 3 standard with the majority of students in the group.
 - Do not schedule an intervention cycle for any Tier 3 standard that all students performed at benchmark.
 - Consider using the Additional Guided Practice, Independent Practice and/or Online Practice for Tier 3 standards that most students performed at benchmark.
- Make a schedule for providing Tier 3 intervention for each standard.
 - Who is in each group that will receive Tier 3 intervention?
 - What days and times will each group receive Tier 3 intervention?
- 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 standard?)
 - What is the plan? (Provide intervention to the whole class, small groups, when and by who?)
- Provide Tier 3 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.
 - [Delta Math Tier 3 Intervention Cycle Overview](#)
 - [Delta Math Tier 3 Intervention Resources](#)