



Algebra Concepts - Spring

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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(Continued)

Questions 1, 2, and 3

Add and subtract the integers 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 and turn to the next page.

Questions 4, 5 and 6

Multiply and divide the integers and write your answer on the line.

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

You may begin.

(Wait 1 minute.)

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



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(Continued)

Questions 7, 8 and 9

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

You may begin.

(Wait 1 minute.)

Please stop and turn to the next page.

Questions 10, 11 and 12

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.

Questions 13, 14 and 15

Evaluate the expression for the given value and write your answer on the line.

(Wait 2 minutes.)

Please stop and turn to the next page.



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(Continued)

Questions 16, 17, 18

(Look for hands.)

Find the equivalent expression 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.)

Solve the equation and write your answer on the line.

(Wait 2 minutes.)

Please stop and turn to the next page.

Questions 22, 23 and 24

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

You may begin.

(Wait 2 minutes.)

Please stop and turn to the next page.



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(Continued)

Questions 25, 26, 27

(Look for hands.)

Find the equivalent expression, then 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.)

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

You may begin.

(Wait 2 minutes.)

Please stop and turn to the next page.

Questions 31, 32, 33

(Look for hands.)

Solve the equation and write your answer on the line.

(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 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 [Algebra Concepts](#) 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 each standard, the benchmark is 2 out of 3 correct.
- Analyze the impact of winter intervention
 - Identify and reflect on the standards that had significant gains.
 - Reflect on each targeted intervention to correlate actions with these gains.
 - Discuss a plan to address the 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 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 successes and updated action plans to parents and students.
- 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](#)