



# 5<sup>th</sup> Grade Tier 3 - 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

**Find the number shown by the base-ten blocks.**

**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

**Using mental math, add and subtract by 10 or 100 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

**Compare the numbers 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

**Add the 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 and 15

**Add the 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 16, 17 and 18

**Subtract the numbers and write your answer on the line.**

**You may begin**

*(Wait 2 minutes.)*

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

### Questions 19, 20 and 21

**Subtract the numbers 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

**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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*(Continued)*

### Questions 25, 26, 27

*(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 28, 29, 30

*(Look for hands.)*

**Compare the fractions and write your answer on the line.**

**You may begin.**

*(Wait 2 minutes.)*

**Please stop and put your pencil down.**

**Turn to the next page and keep your pencil down.**



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*(Continued)*

### Question 31

**When you are told to begin, answer as many addition 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 32

**When you are told to begin, answer as many subtraction 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.**



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*(Continued)*

### Question 33

**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 34

**When you are told to begin, answer as many division problems as you can in 1 minute.**

**Please remember, 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 5 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.
- 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](#)