



1st Grade Readiness - Spring

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 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!



1st Grade Readiness - Spring

(Continued)

Question 1...scissors

If you don't see scissors, please raise your hand. The scissors are a safety icon to help me see that everyone is on the correct question.

(Look for hands.)

Count the dots, but please don't say it out loud.

(Wait 20 seconds.)

Draw a line below the answer choice that is equal to the total number of dots.

(Wait 10 seconds.)

Please cover your answer and look at question 2...present

Count the dots.

(Wait 20 seconds.)

Draw a line below the answer choice that is equal to the total number of dots.

(Wait 10 seconds.)

Please cover your answer and look at question 3...picnic basket

Count the dots.

(Wait 20 seconds.)

Draw a line below the answer choice that is equal to the total number of dots.

(Wait 10 seconds.)



1st Grade Readiness - Spring

(Continued)

Turn to the next page and look at question 4...wallet

(Look for hands.)

Draw a line below the answer choice that is greater.

(Wait 20 seconds.)

Please cover your answer and look at question 5...price tag

Draw a line below the answer choice that is greater.

(Wait 20 seconds.)

Please cover your answer and look at question 6...pencil

Draw a line below the answer choice that is less.

(Wait 20 seconds.)

Turn to the next page and look at question 7...hand

(Look for hands.)

Draw a line below the answer choice that is equal to the total number of dots.

(Wait 20 seconds.)

Please cover your answer and look at question 8...soccer ball

(Look for hands.)

Draw a line below the answer choice that is equal to the total number of dots.

(Wait 20 seconds.)



1st Grade Readiness - Spring

(Continued)

Please cover your answer and look at question 9...stars

(Look for hands.)

Draw a line below the answer choice that is equal to the total number of dots.

(Wait 20 seconds.)

Turn to the next page and look at question 10...drum

(Look for hands.)

Eight plus what number equals ten?

(Wait 20 seconds.)

Draw a line below the answer choice that is correct.

(Wait 10 seconds.)

Please cover your answer and look at question 11... house

(Look for hands.)

Four plus what number equals ten?

(Wait 20 seconds.)

Draw a line below the answer choice that is correct.

(Wait 10 seconds.)

Please cover your answer and look at question 12...butterfly

(Look for hands.)

Seven plus what number equals ten?

(Wait 20 seconds.)



1st Grade Readiness - Spring

(Continued)

Draw a line below the answer choice that is correct.

(Wait 10 seconds.)

Please stop and put your pencil down.

Turn to the next page and keep your pencil down.

For questions 13 and 14, you will complete addition and subtraction problems...please set your pencil down and don't look at the problems until I ask you to.

Question 13...apple

(Look for hands.)

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 and put your pencil down.

Turn your paper over and keep your pencil down.



1st Grade Readiness - Spring

(Continued)

Question 14...key

(Look for hands.)

When you are told to begin, answer as many subtraction 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 measure the impact of Winter intervention and update groups for Tier 2 intervention during the spring.



Recommended Next Steps

1st Grade Readiness - Spring

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 1 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.
 - For most readiness 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 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 spring.
- Make a schedule for providing additional intervention during the spring.
 - Which readiness standard require spring intervention cycles?
 - Which students require spring intervention?
 - When will students receive spring 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](#)