

EMDI Screening Questions: Grade 3

Green = grade level prompts; Yellow = prior grade level prompts.

1_G3. Number Identification		Materials: visual fraction screening cards
A. Show circle card and ask, "Part of this circle has been shaded. What fraction is shown by the shaded part?" Follow up: "How did you figure out your answer?"		
B. Show rectangle card and ask, "Part of this rectangle has been shaded. What fraction is shown by the shaded part?" Follow up: "How did you figure out your answer?"		
C. Show number line card and ask, "What fraction can name the location shown by the point on the number line?" Follow up: "How did you figure out your answer?"		
2_G3. Compare		Materials: screening cards, symbol cards
Place comparison symbol cards and fraction comparison cards in front of the student one at a time, and say, "Choose the comparison symbol that shows the relationship between these two fractions." Once, the student has placed the symbol, ask, "Can you read this for me?" Follow up with, "How do you know?"		
A. $\frac{1}{6}$ $\frac{1}{8}$		
B. $\frac{1}{2}$ $\frac{2}{4}$		
C. $\frac{3}{8}$ $\frac{5}{8}$		
3_G3. Estimating Sums and Differences		Materials: screening cards
A. Place $126 + 597$ in front of student. "Do you think the answer to this problem is more than 700 or less than 700?" Follow up: "How did you figure out your answer?"		
B. Place $1,354 - 426$ in front of student. "Do you think the answer to this problem is more than 1,000 or less than 1,000?" Follow up: "How did you figure out your answer?"		
Estimating Sums and Differences (7_G2)		Materials: screening cards
A. Place $275 + 280$ in front of student. "Is the answer to this problem more than 500 or less than 500?" Follow up: "How did you figure out your answer?"		
B. Place $165 - 89$ in front of student. "Is the answer to this problem more than 100 or less than 100?" Follow up: "How did you figure out your answer?"		

4_G3. Addition & Subtraction Mental Math Strategies **Materials:** screening cards

Place card in front of student. Ask, "What would your answer be?"

If needed, follow up: "How did you figure out your answer?"

- A. $475 + 29$
- B. $708 + 115$
- C. $918 - 120$
- D. $490 - 155$

Addition & Subtraction Strategies (8_G2) **Materials:** screening cards
available: paper and pencil

Place card in front of student. Ask, "What would your answer be?"

If needed, follow up: "How did you figure out your answer?"

- C. $46 + 35$ B. $28 + 25 + 22$ C. $87 - 39$

5_G3. Multiplication Foundations **Materials:** 5 x 7 array card and screen card

Place the array card on table while quickly covering all but the first row and column with the screen card. Ask, "How many dots are on this whole card?"

Follow up: "How did you figure out your answer?"

6_G3. Multiplication/Division **Materials:** screening cards
available: paper and pencil

Place card in front of student. Ask, "What is the missing number?"

If needed, follow up: "How did you figure out your answer?"

- A. $8 \times 9 = \underline{\quad}$ B. $\underline{\quad} \times 6 = 48$ C. $42 \div 7 = \underline{\quad}$ D. $5 = \underline{\quad} \div 3$

7_G3. Multiplication: Place Value **Materials:** screening cards
available: paper and pencil

Place card in front of student. Ask, "What would your answer be?"

If needed, follow up: "How did you figure out your answer?"

- A. 5×30 B. 40×6

8_G3. Mult./Div. Word Problems **Materials:** screening cards; paper and pencil
available: counters, grid paper

Have students read each question aloud and solve. If the student does not say the unit, ask a follow up question. If needed, ask, "How did you figure out your answer?"

- A. "There are 4 boxes. Each box has 6 books. How many books are there in all?"
- B. "If 6 carrots are shared equally with 3 children, how many carrots will each child get?"
- C. "A rectangle has sides that are 5 cm and 8 cm long. What is the area of this rectangle?"