EMDI Screening Questions: Grade 2

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

1_G2. Forward Number Sequence **Materials:** None needed

A. "Start at 40 and count by fives. I will tell you when to stop." (Stop at 125.)
B. "Start at 8 and count by tens. I will tell you when to stop." (Stop at 88.)
C. "Start at 406 and count by hundreds. I will tell when you to stop." (Stop at 906.)

Forward Number Sequence (1_G1) **Materials:** None needed

A. "Start at 86 and count on. I will tell you when to stop." (Stop at 120 or sooner if struggling.)
B. "When you count, what number comes right after 17?"
C. "When you count, what number comes right after 79?"
D. "Start at 7 and count up by 10s. I'll tell you when to stop." (Stop the student at 77)

2_G2. Backward Number Sequence **Materials:** None needed

A. "Start at 238 and count down by tens. I will tell when you to stop." (Stop at 138.)
B. "Start at 512 and count down by one hundreds. I will tell when you to stop." (Stop at 112.)

Backward Number Sequence (2_G1) **Materials:** None needed

A. "Start at 50 and count down by tens."
B. "Start at 68 and count down by tens. I'll tell you when to stop." (Stop the student at 18)

3_G2. Number Identification **Materials:** paper and pencil

A. "Write three hundred twenty-nine."
B. "Write four hundred fifteen."
C. "Write eight hundred six."
D. "Write nine hundred forty."

Number Identification (3_G1) **Materials:** paper and pencil

A. "Write the number twenty-nine."
B. "Write the number sixty."
C. "Write the number one hundred four."
D. "Write the number one hundred fifteen."

4_G2. Place Value: Part 1	**Materials:** screening card, base ten blocks

Say, “I am going to show you a number using base ten blocks.”

A. “Write the numeral shown with these blocks.” (2 hundreds, 4 tens and 7 ones)
B. “Write the numeral shown with these blocks.” (3 hundreds and 6 ones)

Say, “I am going to show you a number to build.”

C. Show card for 503 and say, “Build this number using base ten blocks.”
D. After student builds 503 ask, “Can you show me a different way to build this same number with the base ten blocks?”

Place Value: Part 1 (4_G1)	**Materials:** screening cards; Create 5 “bundles” of ten and 15 ones using connecting cubes or other materials.

Point to a bundle and say, “Each of these has ten.”

A. Show 2 bundles of ten and 4 ones. Say, “What number does this represent?”
B. Show 1 bundle of ten and 6 ones. Say, “What number does this represent?”

Say, “Now, I am going to show you a number to build.”

C. Show card for 15 and say, “Build this number.”
D. Show card for 36 and say, “Build this number.”

5_G2. Place Value: Part 2	**Materials:** screening cards available: base ten blocks; arrow cards; hundred chart

A. Show card for 235 and ask, “What number is 10 more than this number?”
B. Show card for 416 and ask, “What number is 10 less than this number?”
C. Show card for 875 and ask, “What number is 100 less than this number?”
D. Show card for 509 and ask, “What number is 100 more than this number?”

Place Value: Part 2 (5_G1)	**Materials:** screening cards optional: 7 bundles of ten

A. Show card for 30 and ask, “What number is 10 more than this number?”
B. Show card for 45 and ask, “What number is 10 more than this number?”
C. Show card for 40 and ask, “What number is 10 less than this number?”
D. Show card for 74 and ask, “What number is 10 less than this number?”

6_G2. Compare **Materials:** screening cards, symbol cards

Show card and say, “Using these signs, compare these two numbers.” Once, the student has placed the symbol, ask, “Can you read this for me?” Then follow up with, “How do you know?”

A. 217___301
B. 540___ 504
C. 157___ 751
D. 617___617

Compare (6_G1) **Materials:** screening cards, symbol cards
symbol cards: >, <, and =

Show card and say, “Using these signs, compare these two numbers.” Once, the student has placed the symbol, ask, “Can you read this for me?” Then follow up with, “How do you know?”

A. 57___23
B. 24___36
C. 15___51
D. 67___67

7_G2. Estimating Sums and Differences **Materials:** screening cards
expression

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?”

Addition & Subtraction Fluency/Strategies (7_G1) **Materials:** screening cards
19-15

Place card in front of student. Ask, “What would your answer be?” If needed, follow up: “How did you figure out your answer?”

A. 3 + 5
B. 7 + 9
C. 7 - 4
D. 19 – 15

8_G2. Add/Subtract Strategies	**Materials:** screening cards available: as needed paper and pencil, base ten blocks, hundred chart

Place card in front of student. Ask, "What would your answer be?" Follow up: "How did you figure out your answer?" **(Encourage mental math first and offer tools if needed or if the student asks for them.)**

A. 46 + 35
B. 28 + 25 + 22
C. 87 – 39

Add/Subtract Relationships (8_G1)	**Materials:** screening cards have paper and pencil and concrete materials available

Show card and say, "What is the missing number?" If needed, follow up: "How did you figure out your answer?"

A. 11 = 7 + ___
B. ___ - 4 = 6
C. 12 - ___= 9

9_G2. Add/Subtract Word Problems	**Materials:** screening cards available: counters, base ten blocks, snapping cubes, ten frame, number line; paper and pencil

Have the student read the problem aloud. If the student has difficulty, read the card to him/her. If needed, follow up: "How did you figure out your answer?"

A. "Some children were playing on the playground. 15 more children arrived to play at the playground. Then there were 28 children. How many children were on the playground to start?"

B. "Min has 19 fewer dimes than Zach. Min has 35 dimes. How many dimes does Zach have?"

C. "Sara has 16 more books than Ian. Sara has 38 books. How many books does Ian have?"

Add/Subtract Word Problems (9_G1)	**Materials** screening cards available: counters, snapping cubes, ten frames, paper and pencil

Read the problem to the student and observe strategy used to solve. If needed, follow up: "How did you figure out your answer?"

A. "Some children are playing on the playground. 6 children are on the swings and the rest are playing basketball. There are 15 children in all. How many children are playing basketball?"

B. "Mason has 37 grapes in a bowl. He eats some of the grapes for lunch. Now there are 5 grapes in the bowl. How many grapes did he eat?"

C. "Stewart has 14 apples. Mia has 12 more apples than Stewart. How many apples does Mia have?"