EMDI Screening Questions: Grade 4

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

1_G4. Rounding: Place Value

Materials: screening cards;
available: paper and pencil

A. Place 4,546 card in front of student and ask the student to read the number. Then ask, "How would you round this number to the nearest **hundred**?" Follow up: "How do you know?"

B. Place 48.67 card in front of student and ask the student to read the number. Then ask, "How would you round this number to the nearest **tenth**?" Follow up: "How do you know?"

2_G4. Decimal/Fraction Identification

Materials: screening cards; paper and pencil

A. Show card $\frac{6}{10}$ and ask the student to read the number. Then ask, "How would you write this number in decimal form?" Follow up: "How do you know?"

B. Show card $\frac{54}{100}$ and ask the student to read this number. Then ask, "How would you write this number in decimal form?" Follow up: "How do you know?"

C. Show card 0.07 and ask the student to read the number. Then ask, "How would you write this decimal number as a fraction?" Follow up: "How do you know?"

3_G4. Compare Decimals

Materials: screening cards; symbol cards- >, <, and =
available: grid paper, base ten blocks

Place a card in front of the student one at a time, along with the symbol cards, and say: "Choose the comparison symbol that shows the relationship between these two numbers." Once they have placed the symbol ask, "Can you read this for me?" Then follow up with, "How do you know?"

A. $0.16 \quad 0.2$

B. $0.25 \quad 0.19$

C. $0.4 \quad 0.40$

4_G4. Compare Fractions

Materials: screening cards; symbol cards >, <, and =

Place a fraction comparison card and comparison symbol 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 they have placed the symbol ask, "Can you read this for me?" Then follow up with, "How do you know?"

A. $\frac{5}{9} \quad \frac{5}{12}$

B. $\frac{6}{8} \quad \frac{3}{4}$

C. $\frac{4}{5} \quad \frac{6}{7}$

Compare Fractions (2_G3) **Materials:** screening cards and symbol cards >, <, and =

Place fraction comparison cards and comparison symbol 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?" Then follow up with, "How do you know?"

A. $\frac{1}{6}$ $\frac{1}{8}$

B. $\frac{1}{2}$ $\frac{2}{4}$

C. $\frac{3}{8}$ $\frac{5}{8}$

Number Identification (1_G3) **Materials:** screening cards (Use this item only if student struggles with 2_G3.)

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?"

5_G4. Operations with Whole Numbers **Materials** screening cards; available: paper and pencil

Place card in front of the student and ask, "What is the answer to this problem?"
If needed, follow up: "How did you figure out your answer?"

A. 765 + 218

B. 5,600 ÷ 7

C. 43 x 21

Estimating Sums and Differences (3_G3) **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?"

6_G4. Addition & Subtraction Strategies (Fractions) **Materials:** screening cards available: paper and pencil

Place card in front of the student and ask, "What is the answer to this problem?"
If needed, follow up: "How did you figure out your answer?"

A. $\frac{2}{7} + \frac{4}{7}$

B. $1\frac{3}{10} + 4\frac{7}{10}$

C. $8\frac{5}{8} - 2\frac{3}{8}$

7_G4. Multiplication of Fractions	**Materials:** screening cards

Place the card $4 \times \frac{2}{3}$ in front of the student and say, "Take a look at this card." Next, spread the remaining cards in the set out in front of the student and ask,

A. "Which of these cards is another way to show or represent $4 \times \frac{2}{3}$?"

B. Point to the $4 \times \frac{2}{3}$ card and ask, "What is the answer to this problem?" If needed, follow up with, "How did you figure out your answer?"

8_G4. Fraction Word Problems	**Materials:** Screening cards; paper and pencil; available: fraction pieces or bars, number lines, grid paper

Place card in front of the student and ask the student to read the problem aloud and then solve it. For each problem, ask follow up question: "How did you figure out your answer?" If the student does not express the answer as a mixed numeral, follow up: "Is there another way to express this answer?"

A. "There are 2 containers of paint with $\frac{3}{5}$ of a gallon in each container. How many gallons of paint are there?"

B. "Trina's watering can has 2 gallons of water in it. After she waters her plants, there is $\frac{3}{4}$ of a gallon of water in the watering can. How much water did she use?"

C. "There are 7 children sitting at the table. Paulina gives $\frac{1}{2}$ of an apple to each of them. How many apples does she give out?"