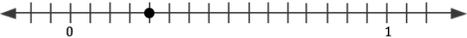
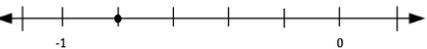


EMDI Screening Questions: Grade 6

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

1 G6. Compare	Materials: screening cards, symbols cards
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 placed the symbol ask, "Can you read this for me?" Follow up: "How do you know?"	
A. 0 -3 B. -7 -5 C. -4 -4.5 D. $-\frac{1}{2}$ $-\frac{1}{16}$	
Compare (1_G5)	Materials: screening cards; symbol cards
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 placed the symbol ask, "Can you read this for me?" Follow up: "How do you know?"	
A. 0.165 0.2 B. 0.25 0.054 C. 0.43 0.430	
Compare (2_G3)	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. $\frac{3}{8}$ $\frac{5}{8}$	
2_G6. Number Identification	Materials: screening cards; symbol cards; available: grid paper, base ten blocks
Show number line card and ask, "What number can name the location shown by the point on the number line?" Follow up: "How did you figure out your answer?"	
A. 	
B. 	

Number Identification (1_G3_C)	Materials: screening cards
<p>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?"</p>	
3_G6. Percent of a Quantity	Materials: screening cards; available: paper and pencil
<p>Place a screening card in front of student one at a time, and ask, "What is the answer to this problem?" If needed, follow up: "How did you figure out your answer?"</p> <p>A. What is 5% of 30? B. 6 is what % of 24? C. 30% of what is 6?</p>	
4_G6. Equivalent Ratios	Materials: screening cards; available: paper and pencil
<p>Place a screening card in front of the student one at a time, and ask, "What missing amount will make the ratios equivalent?" If needed, follow up: "How did you figure out your answer?"</p> <p>A. $4 : 7 = _ : 21$ B. $12 : _ = 4 : 3$</p>	
5_G6. Ratio Word problems	Materials: screening cards, symbol cards
<p>Place comparison symbol cards and problem cards in front of the student one at a time, and say, "Choose the comparison symbol that shows which is a better deal." Once, the student has placed the symbol, ask, "Can you read this for me?" Follow up with, "How do you know?"</p> <p>A. \$23 for 2 pounds fish, \$11 for a pound of fish B. \$7 for 9 pounds of flour, \$8 for 10 pounds of flour</p>	
Compare (2_G3-if didn't use above)	Materials: screening cards, symbol cards
<p>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?"</p> <p>A. $\frac{1}{6}$ $\frac{1}{8}$ B. $\frac{1}{2}$ $\frac{2}{4}$ C. $\frac{3}{8}$ $\frac{5}{8}$</p>	

6_G6. Estimating Fraction Quotients	Materials: screening cards, available paper and pencil
<p>Show each card and ask students to use what they know about fraction operations to determine whether the quotient is less than or greater than the benchmark, rather than work out an exact answer. If needed, follow up: “How do you know?”</p> <p>A. $\frac{5}{11} \div \frac{3}{4}$</p> <p>“Using what you know about fraction operations, is the quotient less than 1 or greater than 1?”</p> <p>B. $2\frac{1}{8} \div \frac{1}{4}$</p> <p>“Using what you know about fraction operations, is the quotient less than 4 or greater than 4?”</p>	
Estimating Fraction Products and Quotients (7_G5)	Materials: screening cards, available paper and pencil
<p>Show each card and ask students to use what they know about fraction operations to determine whether the quotient is less than or greater than the benchmark, rather than work out an exact answer. If needed, follow up: “How do you know?”</p> <p>A. $2 \times \frac{4}{5}$</p> <p>“Using what you know about fraction operations, is the product less than $\frac{4}{5}$ or greater than $\frac{4}{5}$?”</p> <p>B. $\frac{2}{3} \times \frac{9}{10}$</p> <p>“Using what you know about fraction operations, is the product less than $\frac{9}{10}$ or greater than $\frac{9}{10}$?”</p> <p>C. $3 \div \frac{1}{8}$</p> <p>“Using what you know about fraction operations, is the quotient less than 3 or greater than 3?”</p>	
7_G6. Numerical Expressions	
<p>Materials: Screening card, available paper and pencil</p> <p>Place a 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?”</p> <p>A. $6^2 - 5 \times 2$</p> <p>B. $20 - 2^3$</p>	
8_G6. Algebraic Expressions	
<p>Materials: screening cards</p> <p>Place the pair of expression cards in front of the student one at a time, and say, “Are these expressions equivalent?” Follow up with, “How do you know?”</p> <p>A. $3 + 4n + 1$, $8n$</p> <p>B. $2(m + 3)$, $2m + 3$</p>	

9_G6. Word Problems**Materials:** screening cards;
available: paper and pencil

Place the word problem card in front of the student and say, "Read the problem on this card."
A school group is preparing for a field trip to a science center. There will be 7 times as many students as teachers on the trip.

Next, spread the remaining cards in the set out in front of the student and ask,

A. "Which of these cards is an equation that represents the relationship in the problem?"

$$7s = t; t = \frac{1}{7}s; 7t = s; 7 = \frac{s}{t}; \frac{t}{s} = 7$$