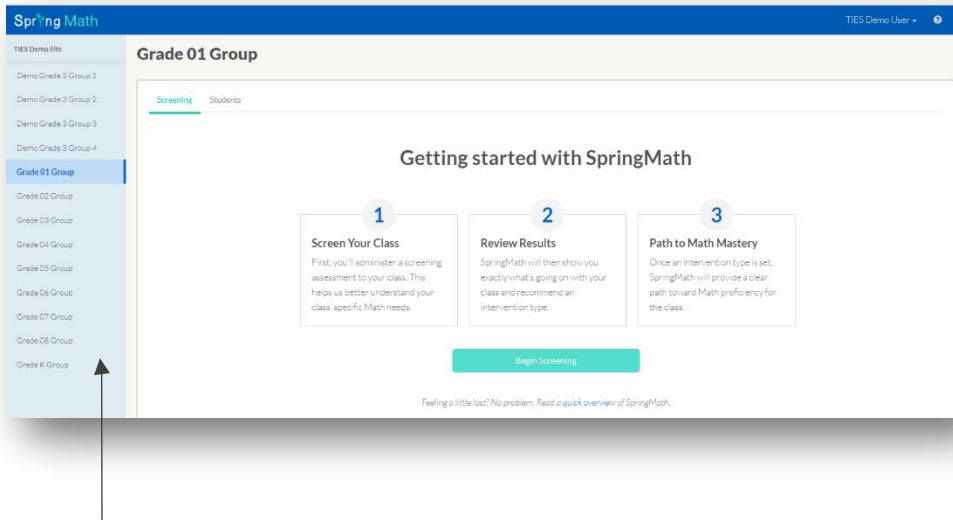


## How to Screen Your Class

When you first log in to Spring Math, your screen will look like this:



1. If you have more than one class assigned to you, you will see them listed on the blue bar on the left. Choose the class you would like to screen by clicking on it, and then click the **Begin Screening** button.
2. This will open a screen with a roster of your students. Click **Print Your Assessments**.
3. Your assessment packet will open in a new tab in a printable format. Answer keys are provided in the packet.
4. After you print the packet, make copies for your students. (You may want to make a few extra copies just in case.)



Save the answer keys to your computer or print them for yourself. Each time you click Print Your Assessments, new problems are generated which means those keys won't match your current assessments.

- To administer the screeners, follow the directions at the top of each sheet. Do the first problem with the students to make sure they understand what to do. Remind students not to skip any problems. Then, set the timer and have the students start. All screening measures are timed. The timing is very important. Kindergarten measures are 1 minute. Grades 1-6 measures are 2 minutes. Grades 7-8 measures are 4 minutes.

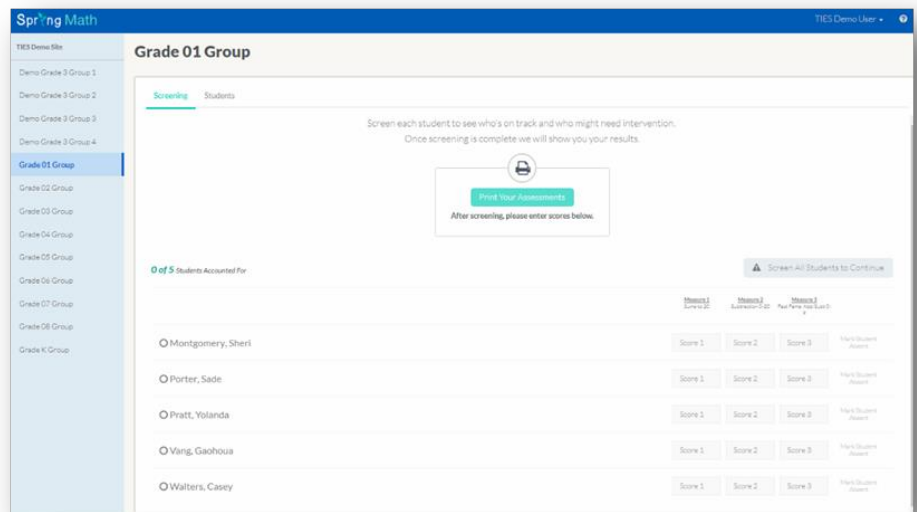
Teacher: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Student: \_\_\_\_\_

**Subtraction 0-20**  
Date: 04/30/2020 (version: 6/17)

\*These problems are subtraction. Let's do the first one together.\* Work the first problem with the student(s) to make sure student(s) understand the task. \*When I say begin, start with the second problem on the first row and work across. Don't skip any problems. Work as many problems as you can before the time is up. Do you have any questions? Set timer for 2 minutes, start timer, and say, "Begin." Stop student after 2 minutes and count up problems correct.

$\begin{array}{r} \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \end{array}$	$\begin{array}{r} \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \end{array}$	$\begin{array}{r} \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \end{array}$	$\begin{array}{r} \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \end{array}$	$\begin{array}{r} \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \end{array}$	$\begin{array}{r} \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \\ \text{sample} \end{array}$	( / ) 8
$\begin{array}{r} 18 \\ - 13 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ - 1 \\ \hline \end{array}$		( / ) 9
$\begin{array}{r} 2 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ - 17 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$		( / ) 14
$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 1 \\ \hline \end{array}$		

- After administering the screening measures, use the answer keys to score the measures. Note: Students are instructed not to skip any problems because they could skip around and just answer easy problems, which would result in an inflated score. If a student skipped problems, pull the student aside, remind him/her about that, and then re-administer the assessment.
- Login to Spring Math to enter students' scores (total answers correct for each measure).
  - Tip: Your roster is in alphabetical order, so it may be helpful to alphabetize student papers to speed up score entry.
  - After you enter one score for a student, you may either tab over to the score for the next measure or use the down arrow key on your keyboard to go to the next student. Scores are saved as soon as you move to the next box. Be sure to hit Tab after entering your last score as well.

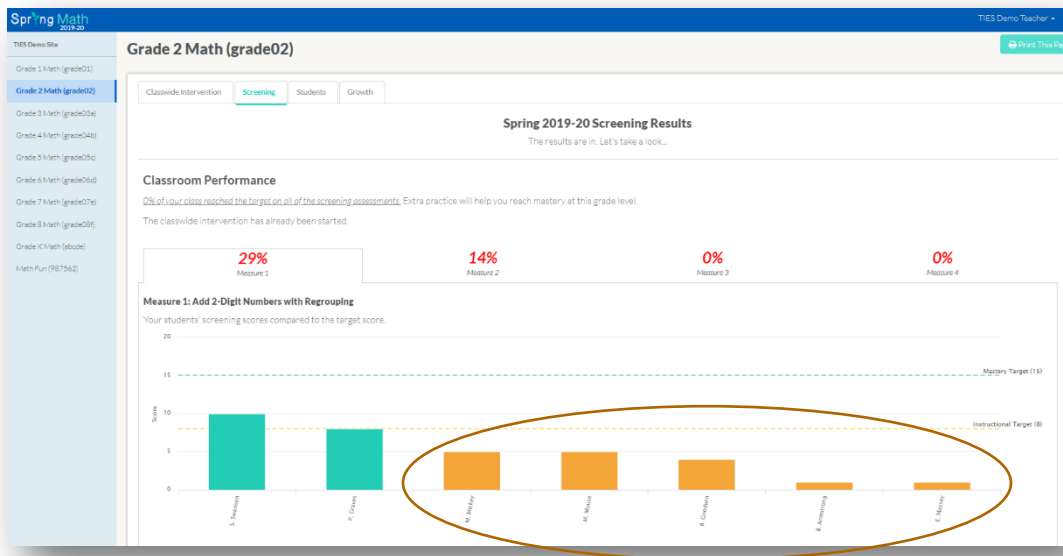


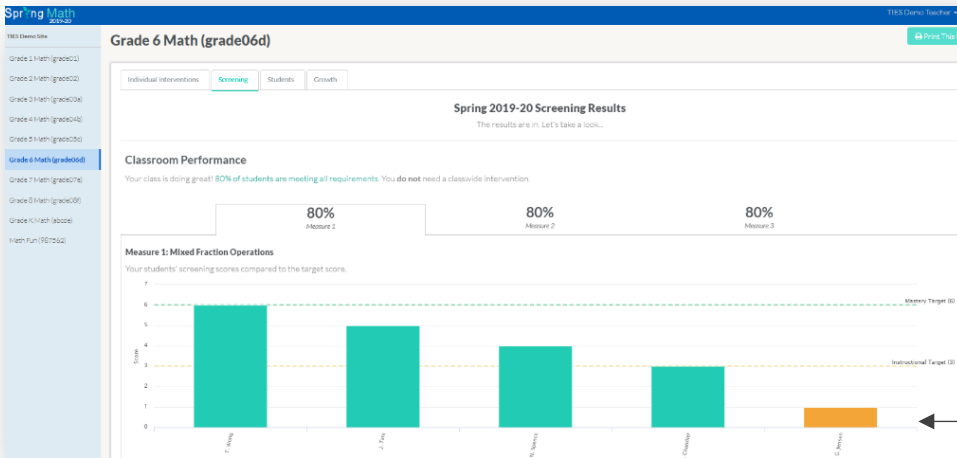
The screenshot shows the Spring Math web interface for a Grade 01 Group. The interface includes a sidebar with a list of grade groups, a main content area with a 'Screening' tab, and a table for entering scores. The table has columns for 'Measure 1', 'Measure 2', and 'Measure 3', and rows for individual students. A 'Print Your Assessments' button is visible in the center of the screen.

- When you have finished entering all scores, the View Results button will be active. Click on that to see your results and recommended next steps. Note: Do not click View Results until you have entered all scores. You cannot go back and add scores later.

## Screening Results

Screening results are displayed in bar graph form, one for each assessment. If more than half your class falls below the Instructional Target on any of the assessments, Spring Math will recommend a **classwide intervention**.





Alternatively, if the majority of your class scored above the instructional target, individual students may be recommended for **individual intervention**

Depending on how your class performed, please see the following documents (in Resources for Teachers) for next steps:

- “Conducting Classwide Intervention”
- “Conducting Individual Intervention”