BRIDGES IN MATHEMATICS

GRADE 3

Unit 4 Screener Implementation Guide

Materials

- Screener (English | Spanish)
- Screener Recording Sheet (PDF | Google Doc)

Overview

A brief screener/diagnostic assessment for each unit is provided to help teachers identify learning needs that might influence students' ability to access grade-level content. An accompanying implementation guide includes the following information about each item:

- Description of skill and CCSS designation
- Answer key
- Current Expectation: What do my students need to be able to do relative to this skill to access the content of the unit?
- Unit Connections: What does this skill have to do with the unit?
- Activities for Reengagement:
  - How can I modify the Work Places to support What can I look for during Work Places to help identify students who need additional support with this skill?
  - How can I modify the Work Places to support students who have yet to develop proficiency with this skill?
  - What previous grade-level Bridges resources or Bridges Intervention activities can I use to provide support?

Once you've conducted the screener and collected students' work, you can:

- Score each item using the recommendations below to determine whether the student is **meeting current expectations (MCE).**
- Sort the papers into two stacks for each item, e.g., "Meeting Current Expectation" or "Not There Yet."

In either case, you can record the results on the Screener Record Sheet. Additional observations while students work and targeted one-on-one conversations about students' reasoning might also inform changes to the content or sequence of instruction.

Activities for Reengagement Activities can be used to support individuals, small groups, or the whole class. For example:

- If most students demonstrate proficiency on an item, no further action is needed.
- If some students do not demonstrate proficiency on an item, use Activities for Reengagement with small groups during Work Places or another time of your choosing.
- If most of the class has difficulty with an item, consider using Activities for Reengagement as warm-ups, closings, or additional whole-class sessions.

NOTE *Any grouping used to specific learning needs should be considered flexible, fluid, and temporary and is not intended for tracking.*

1. I can tell time on an analog and digital clock. (CCSS 2.MD.7 & 3.MD.1)		
Read each of these clock faces and write the time on the digital clock. **9:25, 6:15, 1:20**		
Current expectation	**Unit 4 Connections**	**Activities for Reengagement**
Tell and write time from analog and digital clocks to the nearest 5 minutes **MCE** 2 or more answers out of 3 correct	Tell and write time to the nearest minute and solve word problems involving elapsed time; model on a number line	**Focus** Telling Time (CCSS 3.MD.1) **On-Grade Work Place Observations & Modifications** Observe students telling time while playing WP4A Tic-Tac-Tock. Make available student clocks or the MLC Math Clock app. **Number Corner Workouts from Previous Grade Level** G2 Number Corner: February Calendar Collector Capture the Clock

2. I can tell time on an analog and digital clock. (CCSS 2.MD.7 & 3.MD.1)		
Draw hour and minutes hands on the clock faces to show the time below. **Note hands on 5:45, 11:30 & 2:50**		
Current expectation	**Unit 4 Connections**	**Activities for Reengagement**
Tell and write time from analog and digital clocks to the nearest five minutes. **MCE** 2 or more answers out of 3 correct	Tell and write time to the nearest minute and solve word problems involving elapsed time; model on a number line.	**Focus** Telling Time (CCSS 3.MD.1) See suggestions above.

3. I can divide a shape into 4 equal parts and tell the fraction name of each part. (CCSS 2.G.3 & 3.G.2)		
Partition the square into four equal shares. What is the fraction name of each part? Student work will vary. **One-fourth, ¼, one quarter**		
Current expectation	**Unit 4 Connections**	**Activities for Reengagement**
Partition rectangles into four equal shares, describe the shares and the whole. **MCE** a. Partition square into reasonably equal parts b. Correct fraction name	Understand a unit fraction in relationship to a whole.	**Focus** Fractions as parts of a whole (CCSS 2.G.3 & 3.G.2) **On-Grade Work Place Observations & Modifications** Observe students while playing WP4D Hexagon Fill & Add. Make the MLC Pattern Shapes app available. **Work Places from Previous Grade Level** G2 WP6E Halves & Half-Nots

4. I can estimate, measure, and compare length in centimeters. (CCSS 2.MD.3, 2.MD.4)

a. Estimate the length of the shorter line in centimeters. **Estimates will vary.**

b. Measure the shorter line in centimeters. **9 cm**

c. Estimate the length of the longer line in centimeters. Use what you know about the length of the shorter line to help. **Estimates will vary.**

d. Measure the length of the longer line in centimeters. **17 cm**

e. What is the difference in the lengths of the two lines? How many centimeters longer is one than the other? Write and solve an equation to show. **Equations will vary. Acceptable equations include 17 – 9 = 8, 17 – 8 = 9, 9 + 8 = 17, and 8 + 9 = 17**

Current expectation	Unit 4 Connections	Activities for Reengagement
Estimate and measure lengths using centimeters. Compare the difference between the estimate and actual length. **MCE** a. N/A b. Correct answer c. Estimate within 2 cm more or less (15–19 cm) d. Correct answer e. Acceptable equation	Use rulers to measure lengths. Add or subtract to solve one-step measurement word problems.	**Focus** Length measurement (CCSS 2.MD.3, 2.MD.4) **Work Places from Previous Grade Level** G2 WP4A Estimate & Measure Inches G2 WP4C Measure & Compare G2 WP7B Estimate & Compare Centimeters