# Math Screener

# Grade Five

# June 2026

COWICHAN VALLEY School District



# Grade Five

The Cowichan Valley Mathematics Assessment has been designed as a common formative assessment and universal screener for our district. Each grade level assessment is based on foundational skills from the prior year. The assessment is also designed to allow educators to use prior grade assessments to identify learning needs of students. The screener questions align directly with the identified foundational skills found in instructional resource documents for each grade. Access the documents here or use the QR code.

The information gained from this tool will serve as a universal screener for our district's tiered instruction model. The data will inform individual, small group, and class instruction. It will also help identify patterns of instructional needs in a class, school or across the district as we work to ensure students master these foundational skills.

Each fall, classroom teachers and school teams will work together to identify each student's strengths and needs with foundational mathematics skills. Teachers are encouraged to administer the assessment in **small sections** during the first eight weeks of the school year. The screener is divided into a **possible six sections**: Number identification and Place Value; Ordering and Decimals; Fractions; Addition and Subtraction; Multiplication and Division; and Solving for an Unknown

The Mathematics Assessment has been designed in partnership with teachers across our district with the following foundational principles:

1. Aligned with curriculum standards from the previous grade
2. First Peoples Principles of Learning
3. Assessment *with* and *for* our learners; not *to* our learners

**In addition, teachers are invited to paraphrase directions to align with classroom language, use classroom materials (concrete materials, dry erase boards, multiplication charts) and administer the assessment in small parts.**

**Students must have access to specific accommodations as outlined on their IEP. In math this could include calculator.**

Each grade level screener is an inventory of skills and does not represent the full, complex set of skills necessary for proficiency in mathematics. Our district's Numeracy Framework provides more in- depth information, instructional resources, and intervention strategies.

The Grade Five assessment is a written response format. Teachers are encouraged to do follow-up interviews when clarification is needed. To enter scores, teachers will input data into the dashboard. The scoring sheet is attached for ease of entry.

Thank you to all the teachers who were involved in the creation of these screeners. Your tireless service to your colleagues and the children of the district is very appreciated.

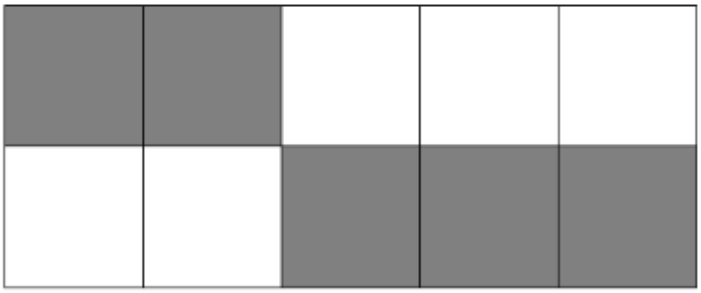
# Grade Five Math Screener

**Name:** _____ **Date:** _____

## Number Sense

| | |
|---|---|
| *Number Identification* | |
| 1 | Write the number your teacher says.<br><br>A. _____ C. _____<br><br>B. _____ D. _____ |
| *Place Value* | |
| 2 | What is the value of the underlined digit? 1<u>3</u>90 (ex. 3<u>**5**</u>2 = 50)<br><br>_____ |

| | |
|---|---|
| 3 | What is the place value of the underlined digit? 9356 (ex. 3**4**2= tens or 10s)<br><br>_____ |
| *Ordering* | |
| 4 | Order the numbers from least (smallest) to greatest (biggest).<br><br>3028 2764 2746 7829<br><br>_____<br><br>_____ _____ _____ _____ |
| *Decimal Ordering* | |
| 5 | Order the decimal numbers from least (smallest) to greatest (biggest).<br><br>2.50 3.09 4.44 3.71<br><br>_____ _____ _____ _____ |
| *Decimals* | |

| | |
|---|---|
| 6 | What is the value of the underlined number? 10.2**3** (ex. 3**4**2 = 40)<br><br>_____ |
| 7 | What is the place value of the underlined number? 5.**4**9 (ex. 3**4**2=tens)<br><br>_____ |
| *Fractions* | |
| 8 | Shade $\frac{3}{4}$ of the shape.<br><br> |
| 9 | What fraction of the diagram is shaded?<br><br><br><br>_____ |

| | |
|---|---|
| 10 | Order the fractions from least (smallest) to greatest (biggest).<br><br>$\frac{2}{4}$ $\frac{1}{4}$ $\frac{3}{4}$<br><br>_____ _____ _____ |
| *Patterning* | |
| 11 | Fill in the missing numbers at the start and end of the pattern.<br><br>2, 4, 8, 16, ____, ____ |

## Computational Fluency

| *Addition and Subtraction – Whole Numbers* | |
|---|---|
| 12)<br><br>4854<br>+ 3237 | 13)<br><br>7846<br>– 3485 |

| | |
|---|---|
| | |
| *Addition and Subtraction – Decimals* | |
| 14)<br><br>5.61<br>+ 2.32 | 15)<br><br>8.95<br>– 3.42 |
| *Multiplication* | |

16)

$$\begin{array}{r} 37 \\ \times\ 5 \\ \hline \end{array}$$

17)

$$\begin{array}{r} 647 \\ \times\ 4 \\ \hline \end{array}$$

*Division*

18)

$$5\overline{)95}$$

19)

$$2\overline{)578}$$

*Solving for an Unknown*

20. What is the value of n?

a) 3 + n = 9 n = _____

b) 12 – n = 4 n = _____

21. What number goes in the box?

a) 6 x ☐ = 30

b) 18 ÷ ☐ = 9

Grade 5 Math Screener: Scoring Page for Dashboard Entry

Student Name: _____

| | | |
|---|---|---|
| Number Identification | Q. 1 | ____/4 |
| Place Value | Q. 2-3 | ____/2 |
| Ordering | Q4 all correct 2, 2 wrong = 1 | ____/2 |
| Decimal Ordering | Q5 all correct 2, 2 wrong = 1 | ____/2 |
| Decimals | Q. 6-7 | ____/2 |
| Fractions | Q. 8, 9, 10<br>10 is 2 marks; 1 wrong = 1 mark | ____/4 |
| Patterning | Q. 11 | ____/2 |
| Addition: Whole numbers | Q. 12 | ____/1 |
| Subtraction: Whole number | Q. 13 | ____/1 |
| Addition: Decimals | Q. 14 | ____/1 |
| Subtraction: Decimals | Q. 15 | ____/1 |
| Multiplication: Whole Numbers | Q. 16-17 | ____/2 |
| Division: Whole Numbers | Q. 18-19 | ____/2 |
| Solving for an Unknown | Q. 20-21 | ____/4 |

# Number Sense – Answer Key – Grade Five

| Question # | Answers |
|---|---|
| 1 | 98, 327, 1006, 5 020 |
| 2 | 300 |
| 3 | Thousands or 100s |
| 4 | 2746, 2764, 3028, 7829 |
| 5 | 2.50, 3.09, 3.71, 4.44 |
| 6 | 0.03 or 3 hundredths |
| 7 | Tenths or 0.1s |
| 8 | About three quarters of rectangle is shaded |
| 9 | $\frac{1}{2}$ *or* $\frac{5}{10}$ |
| 10 | $\frac{1}{4}, \frac{2}{4}, \frac{3}{4}$ |
| 11 | 32, 64 |

# Computational Fluency – Answer Key – Grade Five

| Question # | Answers |
|---|---|
| 12 | 8091 |
| 13 | 4361 |
| 14 | 7.93 |
| 15 | 5.53 |
| 16 | 185 |
| 17 | 2588 |
| 18 | 19 |
| 19 | 289 |
| 20 | a) 6; b) 8 |
| 21 | a) 5; b) 2 |