COWICHAN VALLEY School District

Math Screener

Grade Three

September 2025

Math Screener

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:

https://bit.ly/MathInstructionalResources

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 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 (alternate concrete materials, dry erase boards, flash cards).

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 Three assessment is conducted in two parts; as a **one-on-one interview** and a **teacher led written response format**. If needed, you can adapt the teacher led section to a one-on-one interview for specific students that might need more support to answer the questions. There are two formats for the one-on-one interview template. The placement option was adapted from one made by Jessica Stubbs. The structure is set up so that the written response section could be administered over two sessions one: Numbers and Patterns, and Computation

Scoring is yes (shows mastery) or no. Where the student is required to provide more than just a numerical answer, some elaborations may be given in the key to help teachers determine mastery. To enter scores, teachers will input data into the dashboard.

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.

September 2025

Math Screener - Grade 3

Student Name: _____

Instructions

Part of the Grade 3 assessment is conducted as one-on-one interview.

Scoring is yes (shows mastery) or no.

Place Value

Ask:

Write the number 46 ☐

How many 10s are there in 46? ☐

How many 1s are there in 46? ☐

/3

Counting

"Start counting from 27 and I will tell you when to stop. (Stop at 43) ☐

"Count backward from 23 and I will tell you when to stop." (Stop at 10) ☐

/2

Decomposition

Ask them the question below. Tell them that they can use a whiteboard or paper to help them answer the question.

"Tell me two numbers that go together to make 37." ☐

"Tell me another two numbers that go together to make 37." ☐

/2

Student Response

Matching	/3
Patterns	/2
Odd & Even Numbers	/1
Addition	/4
Subtraction	/2

Notes

Math Screener

COWICHAN VALLEY School District

Name: _____ Date: _____

One-on-One Interview

Place Value		*Notes*
"Write the number 46." Don't penalize for reversing the 4 or 6 as long as they are in the right place	☐ Yes ☐ No	Notes:
"How many 10s in the number 46?"	☐ Yes ☐ No	Notes:
"How many ones in the number 46?"	☐ Yes ☐ No	Notes:
Counting (Forwards and Backwards)		*Notes*
"Start counting from 27 and I will tell you when to stop." (Stop at 43)	☐ Yes ☐ No	Notes:
"Count backward from 23 and I will tell you when to stop." (Stop at 10)	☐ Yes ☐ No	Notes:
Decomposition		
Ask them the question below. Tell them that they can use a whiteboard or paper to help them answer the question.		
"Tell me two numbers that go together to make 37."	☐ Yes ☐ No	Notes:
"Tell me another two numbers that go together to make 37."	☐ Yes ☐ No	Notes:

Math Screener

COWICHAN VALLEY School District

Scoring Sheet for Dashboard Enty

Student Name:_____

Place Value	____/3
Counting	____/2
Decomposition	____/2
Matching	____/3
Patterns	____/2
Odd & Even Numbers	____/1
Addition	_____/4
Subtraction	_____/2

Math Screener

Teacher Led Class Assessment Administration Date:

Hand out student response forms and complete the assessment as a group with the teacher reading the instructions.

Matching Numbers	*Classroom Observations*
Say the number listed below, and have the student pick the number you are saying from the list of numbers	
17	
90	
63	
Patterns	*Classroom Observations*
"Continue the pattern" **A B C A B C A B C**	
"Continue the pattern" 	
Odd and Even Numbers	*Classroom Observations*
Ask Class **"Which of these 4 numbers are even? Circle the ones you think are even."**	

Math Screener

COWICHAN VALLEY School District

Addition	*Classroom Observations*
18+4 =	
25+5 =	
16+0 =	
22+23 =	
Subtraction	*Classroom Observations*
12 – 9 =	
55 – 3 =	

COWICHAN VALLEY School District

Student Response Page

Name:

Matching Numbers
71 57 17 63
28 90 73 19
60 36 26 63
Pattern
A B C A B C A B C ____ ____ ____

Odd and Even Numbers
82 97 25 50

Math Screener

COWICHAN VALLEY School District

Addition	
18 + 3 =	**25 + 5 =**
16 + 0 =	**23 + 22 =**
Subtraction	
12 – 9 =	**55 – 3 =**

COWICHAN VALLEY School District

63	71
90	17
54	