COWICHAN VALLEY School District

Name:

Math Screener

Grade Six

September 2026

COWICHAN VALLEY School District

Name:

Grade Six

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 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

I **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 Six 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.

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Name:

Grade Six Math Screener

Name: **Date:**

Number Sense

Place Value	
1	Write the number that is represented by 800 000 + 9 000 + 40 _____
2	What is the value of the underlined digit? 6<u>2</u>7 384 (ex. 3<u>**5**</u>2 = 50) _____
3	What is the place value of the underlined digit? <u>4</u>89 412 (ex. 3<u>**2**</u>4 = tens or 10s) _____
Ordering	

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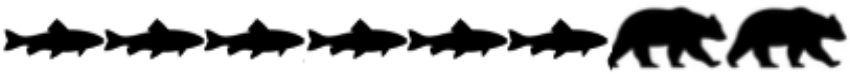
4	Order the numbers in order from least (smallest) to greatest (biggest) 521 035 506 583 50 795 523 004 _____ _____ _____ _____

Decimals	
5	What is the value of the underlined digit? 34.01<u>9</u> (ex. 3<u>**4**</u>2 = 40) _____
6	What is the place value of the underlined digit? 9.3<u>7</u>2 (ex. 3<u>**4**</u>2 = tens or 10s) _____
7	Put the following numbers in order from least (smallest) to greatest (biggest). 0.099 1.011 0.299 1.010 _____ _____ _____ _____
Decimals & Fractions	

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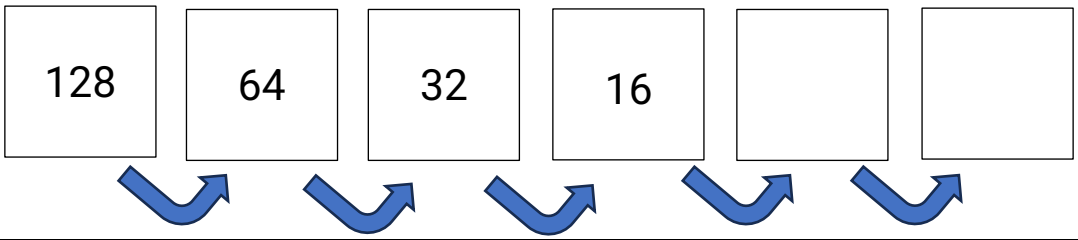
Name:

8	Write the decimal number 0.4 as a fraction. _____
9	Use numbers, pictures, number lines or words to show that 0.25 has the same **value (equivalent to)** as $\frac{2}{8}$

Fractions	
10	Which picture shows equivalent to $\frac{3}{4}$ of the animals are fish? A.  B.  C.  D. 
11	Order the fractions from least (smallest) to greatest (biggest). A number line may be helpful. $\frac{1}{2}$ $\frac{3}{8}$ $\frac{1}{4}$ $\frac{3}{4}$ **0** **1**

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	_____ _____ _____ _____
Patterning	
12	Fill in the missing numbers to finish the pattern. 

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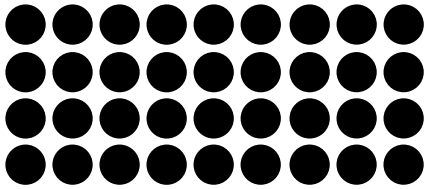
Name:

Computational Fluency

Addition & Subtraction– Whole Numbers			
13	$\begin{array}{r} 25\,904 \\ +\ 37\,358 \\ \hline \end{array}$	14	$\begin{array}{r} 97\,052 \\ -\ 36\,471 \\ \hline \end{array}$
Addition & Subtraction – Decimal Numbers			
15	$\begin{array}{r} 16.271 \\ +\ 5.08 \\ \hline \end{array}$	16	$\begin{array}{r} 28.079 \\ -\ 17.346 \\ \hline \end{array}$

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Multiplication & Division			
17	Write 1 **multiplication** and 1 **division** equation that match this array.  _____ x _____ = _____ _____ ÷ _____ = _____	18	506 x 3
Division Whole Numbers			*Division with Remainders*
19	$5\overline{)570}$ Answer = _____	20	$4\overline{)347}$ Answer with Remainder = _____

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Solve for Unknown	
21	Write the missing number. $17 + 23 = 20 +$ ☐ ☐ = _____
22	What is the value of n? Show your work. $4 \times n = 20$ $n =$ _____
23	What is the value of n? Show your work. $n + 4 = 17$ $n =$ _____

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Grade 6 Math Screener: Scoring Page for Dashboard Entry

Student Name: _____

Topics	Questions	Marks
Place Value	1,2,3	____/3
Ordering	4	____/1
Decimals	5,6,7	____/3
Fractions & Decimals	8,9	____/2
Fractions	10,11	____/2
Patterning	12	____/1
Addition – Whole numbers	13	____/1
Subtraction – Whole numbers	14	____/1
Addition – Decimals	15	____/1
Subtraction – Decimals	16	____/1
Multiplication & Division	17,18	____/2
Division: Whole numbers	19	____/1
Division: Whole numbers with Remainders	20	____/1
Solve for Unknown	21,22,23	____/3

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Number Sense – Answer Key – Grade Six

Question #	Answers
1	809 040
2	20 000
3	Hundred thousands or 100 000s
4	50 795, 506 583, 521 035, 523 004
5	0.009 or 9 thousandths
6	Hundredths or 0.01s
7	0.099, 0.299, 1.010, 1.011
8	$\frac{4}{10} or \frac{2}{5}$
9	Answers will vary
10	A
11	$\frac{1}{4}, \frac{3}{8}, \frac{1}{2}, \frac{3}{4}$
12	8, 4

Computational Fluency – Answer Key – Grade Six

Question #	Answers
13	63 262
14	60 581
15	21.351
16	10.733
17	9 x 4 = 36 or 4 x 9 = 36 36 ÷ 4 = 9 or 36 ÷ 9 = 4
18	1518
19	114
20	86 R 3
21	20
22	5
23	13

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