COWICHAN VALLEY
School District

Math Screener

Grade Six

September 2025

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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

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

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: _____ **Date:** _____

Number Sense

Place Value	
1	Write the number that is represented by 800 000 + 40 + 9 000 _____
2	What is the value of the underlined digit? 6<u>2</u>7 384 _____
3	What is the place of the underlined digit? <u>4</u>89 412 _____
Ordering	
4	Order the numbers in order from least (smallest) to greatest (biggest) 521 035 506 583 50 795 523 004 _____ _____ _____ _____

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Fractions	
5	Which picture shows equivalent to $\frac{3}{4}$ of the animals are fish? A.  B.  C.  D. 
6	Order the fractions from least (smallest) to greatest (biggest) $\frac{1}{2}$ $\frac{3}{8}$ $\frac{1}{4}$ $\frac{3}{4}$ _____ _____ _____ _____
Decimals	
7	What is the value of the underlined digit? 34.01<u>9</u> _____
8	What is the place of the underlined digit? 9.3<u>7</u>2 _____
9	Put the following numbers in order from least (smallest) to greatest (biggest). 0.099 1.011 0.299 1.010 _____ _____ _____ _____

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Decimals & Fractions	
10	Write the decimal number 0.4 as a fraction. _____
11	Use numbers, pictures or words to show that 0.25 has the same **value (equivalent to)** as $\frac{2}{8}$
Patterning	
12	Fill in the missing numbers to finish the pattern. 128 | 64 | 32 | | |

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Computational Fluency

Addition – Whole Numbers	
13	25 904 + 37 358 =
Subtraction – Whole Numbers	
14	97 052 – 36 471 =

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Addition – Decimals	
15	16.271 + 5.08 =
Subtraction – Decimals	
16	28.079 – 17.346

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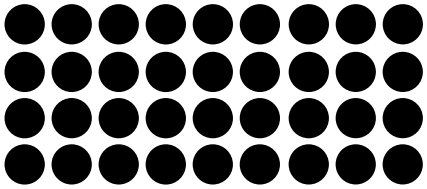
Multiplication & Division	
17	Write 1 **multiplication** equation and 1 **division** equation that match this array.  _____ _____
Multiplication – Whole Numbers	
18	506 x 6 =

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Division – Whole Numbers	
19	576 ÷ 9 =
Division – Whole Numbers with Remainders	
20	347 ÷ 16 = Remainder = _____

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

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Grade 6 Math Screener: Scoring Page for Dashboard Entry

Student Name: _____

Place Value	____/3
Ordering	____/1
Fractions	____/2
Decimals	____/2
Ordering Decimals	____/1
Fractions & Decimals	____/2
Patterning	____/1
Addition – Whole numbers	____/1
Subtraction – Whole numbers	____/1
Addition – Decimals	____/1
Subtraction – Decimals	____/1
Multiplication & Division	____/1
Multiplication: Whole numbers	____/1
Division: Whole numbers	____/1
Division: Whole numbers with Remainders	____/1
Solve for Unknown	____/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 Source – INA	A
6	$\frac{1}{4}, \frac{3}{8}, \frac{1}{2}, \frac{3}{4}$
7	0.009
8	Hundredths or 0.01s
9	0.099, 0.299, 1.010, 1.011
10	$\frac{4}{10} or \frac{2}{5}$
11	Answers will vary
12	16, 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	3036
19	64
20	21 r 11
21	20
22	5
23	13