

Math Screener

Kindergarten

September 2025

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), 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 Kindergarten assessment is conducted as a one-on-one interview. The placemat was adapted from one made by Jessica Stubbs.

Scoring is yes (shows mastery) or no. 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.

Math Screener - Kindergarten

Student Name: _____

Instructions

The Kindergarten assessment is conducted as one-on-one interview.

Scoring is yes (shows mastery) or no.

Math Awareness

Ask:

1. **How old are you?**
2. **When is your birthday?**
3. **How old will you be on your next birthday?**

/3

Shapes and Colours

Using the two sheets with shapes and colours ask student:

"Please tell me the names of these shapes." /1

"Please tell me the names of these colours." Optional, no data entry

Counting

"Start counting from 1."
(goal is to 10 but can count on)

/1

Number Identification

Show students cards in this order.

4, 2, 1, 3, 5

"Read this card to me."

Number Cards

/1

1:1 Correspondance

Put out 3 objects.

Ask **"How many? Can you touch and count?"**

/1

Addition

Put out 3 objects, and add two more.

Ask **"How many are there now?"**

/1

Subitizing

"How many dots do you see?"

Flash dot cards long enough to glance. (4 & 5).

Touch counting scores a no.

/2

dot cards

Concrete Number Representation

"Show me 3 fingers"

"Put your fingers down. Show me 4 fingers."

/2

Teacher Instructions

<i>Mathematical Awareness</i>		
“How old are you?”	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
“When is your birthday?”	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
“How old will you be at your next birthday?”	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
<i>Colours and Shapes</i>		
Use the sheets at the end of the package “Please tell me the name of these shapes” All correct for a yes. A colour chart is included if you would like to also test their colour recognition, though it is not required for the dashboard.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
<i>Counting</i>		
“I’d like to hear you count. Start counting from 1” (Goal is to 10, let them keep going if they can do more) If student is unsuccessful on first attempt, ask student to count again.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
<i>Number Identification</i>		
Place the number cards in front of the student one at a time in the order listed. 4, 2, 1, 3, 5 “Read this card to me” if the child misses any number, select no and make a note of which numbers are missed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:

<i>1:1 Correspondence</i>		
Put out 3 objects on a plate and ask, “How many objects are here? Can you touch and count.”	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
<i>Addition</i>		
Using the 3 objects from above, add 2 more objects. “How many are there now?” Select “no” if the student cannot tell you the number of counters.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
<i>Subitizing</i>		
“I am going to show you a card quickly. Tell me how many dots you see.” Flash dot card 4 quickly, only long enough for the student to catch a glance, about a second. Touch counting scores a “No”	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
“I am going to show you another card quickly. Tell me how many dots you see.” Flash dot card 5	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
<i>Concrete Number Representation</i>		
“Show me 3 fingers.”	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:
“OK, put your fingers down. Now show me 4 fingers.”	<input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:

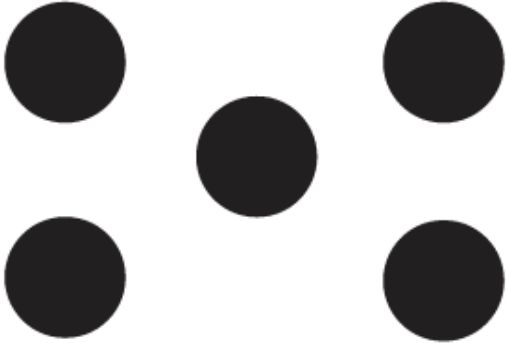
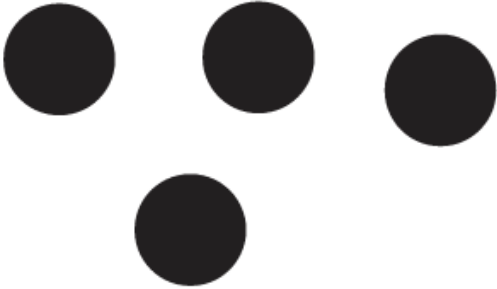
Scoring Sheet for Dashboard Entry

Student Name: _____

Date: _____

Mathematical Awareness	____/3
Shapes	____/1
Counting	____/1
Number Identification	____/1
1:1 Correspondence	____/1
Addition	____/1
Subitizing	____/2
Concrete Number Representation	____/2

1	2	3
4	5	

	
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