COWICHAN VALLEY School District

Math Screener

Grade One

September 2025

Grade 1 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), 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 One assessment is conducted as a one-on-one interview. The placement was adapted from one made by Jessica Stubbs.

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.

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Math Screener - Grade One

Student Name: _____

Patterning

Show them an example of an AB pattern. Tell them **"Make your own using these two different ..."**

Manipulatives /1

Counting

"Start counting at 1..."
(Goal is to 10 but let them count on) /1

1:1 Correspondance

How many _____ (put out objects) are here? ☐

How many _____ are there now? ☐

/2

7 objects and add 2 more

Number Identification

"Read these numbers "

8 ☐	0 ☐	1 ☐
5 ☐	2 ☐	4 ☐
3 ☐	7 ☐	10 ☐
6 ☐	9 ☐	

Put these numbers in order from <u>least</u> to <u>greatest or smallest to biggest</u> ☐

/2

***Number Cards ***

Decomposition

Give the student more than 10 objects.

"Show me 2 different ways you can make 10."

When finished, ask them

Can you show me another way?

10 objects /1

Subitizing

Show dot cards. **"How many dots do you see?"** ☐

Show 3 card. **"This is 3. What is 1 more than 3?"** ☐

Show 5 card. **"This is 5. What is 1 less than 5?"** ☐

dot cards /3

Notes

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Teacher Instructions

Name: Date:

Pattern		
Show them an example of an AB pattern and then tell them **"Now make your own AB pattern using these two different *_____."** *use any manipulatives you have, i.e. unifix cubes, counters bears, etc.	☐ Yes ☐ No	Notes:
Counting		
"Start counting from 1." (Score through 10 but let them count on) If student is unsuccessful on first attempt, ask student to count again. After reasonable prompting, select "no" and make notes on student's attempt.	☐ Yes ☐ No	Notes:
Number Identification		
Place these number cards in front of the student one at a time in the order listed. **"Read this card to me"** 8, 5, 3, 6, 0, 2, 7, 9, 1, 4, 10 After reasonable prompting, select "no" and make a note of which numbers are missed if the student does not read all 10 numbers.	☐ Yes ☐ No	Notes:
Using the number cards in the order above ask student **"Please put the number cards in order from least to greatest (or smallest to biggest)."** You may need to prompt, "starting with the smallest number." After reasonable prompting, select "no" if student does not order the cards correctly. Make notes on the student's response.	☐ Yes ☐ No	Notes:

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1:1 Correspondence		
Put out 7 objects on a plate and ask, "**How many objects are here? You can touch the objects as you count."** If student is incorrect, have them attempt again. If incorrect after second attempt, confirm for child that there are 7 objects.	☐ Yes ☐ No	Notes:
Confirm there are 7 objects. Add 2 more objects, randomly spaced next to the 7 objects. **"How many are there now?"** Select "no" if the student cannot tell you the number of counters.	☐ Yes ☐ No	Notes:
Subitizing		
"I am going to show you a card quickly. Tell me how many dots you see." Flash dot cards (3 and 5) quickly, only long enough for the student to catch a glance, about a second. Student Cannot touch and count.	☐ Yes ☐ No	Notes:
Using the dot cards again, show 3and say: **"This is 3, what is one more than 3?"**	☐ Yes ☐ No	Notes:
Using the dot cards, show 5 and say: **"This is 5, what is one less than 5?"**	☐ Yes ☐ No	Notes:
Decomposition		
Give the student more than 10 objects and ask (use phrasing that is most familiar to your students.) **"Make two piles that all together make 10?** Once finished ask them **"Can you show me another way"**	☐ Yes ☐ No	Notes:

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Scoring Sheet for Dashboard Entry

Student Name: _____

Date: _____

Patterning	____/1
Counting	____/1
Number Identification	____/2
1:1 Correspondence	____/2
Subitizing	____/3
Decomposition	____/1

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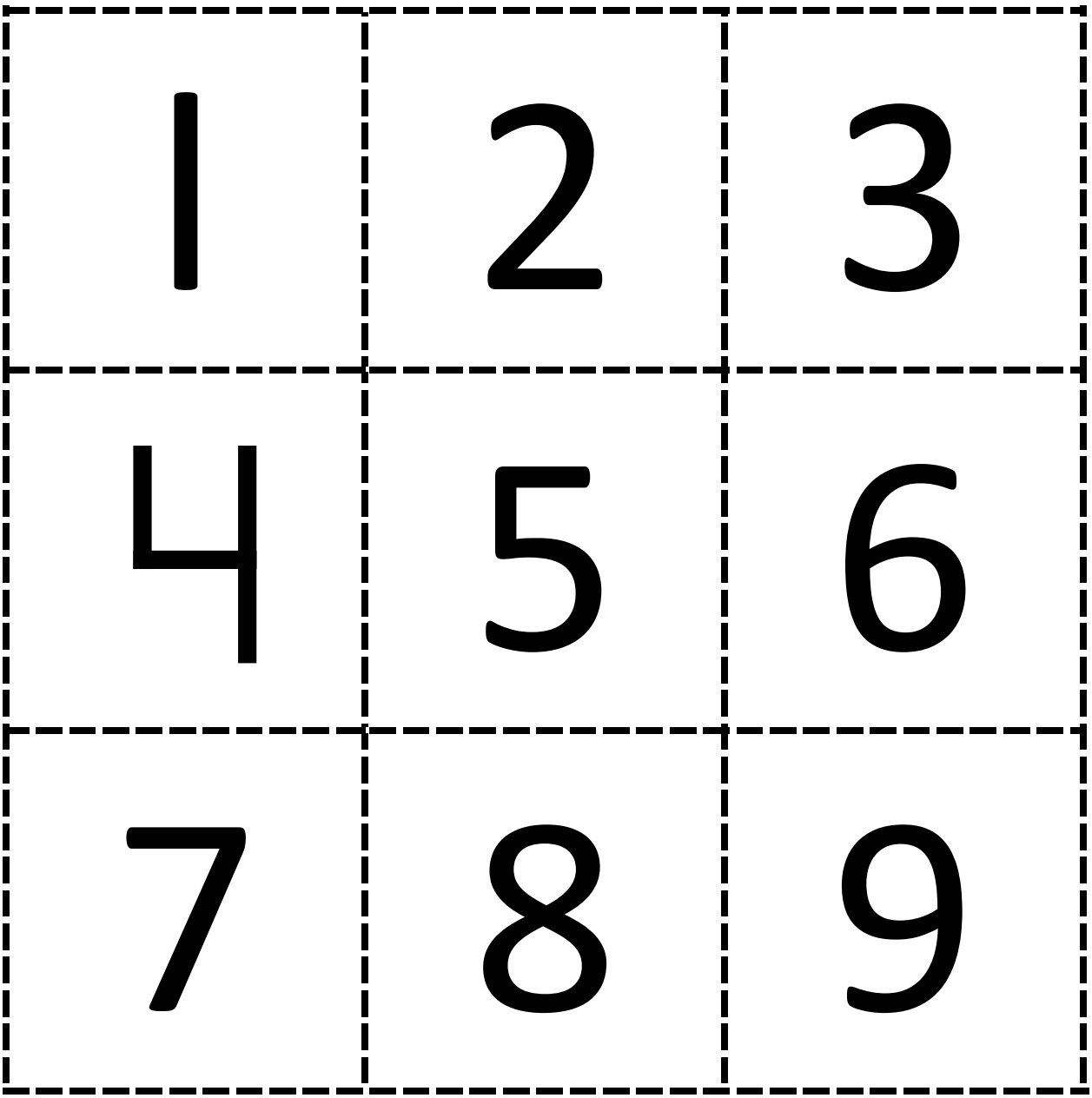

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