COWICHAN VALLEY
School District

Math Screener

Kindergarten

Draft – December 2023

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.

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.

At this point scores can be collected manually on the provided sheet or entered in an excel spreadsheet also provided. Entry into the dashboard will be available for the Fall of 2024.

This is in draft and feedback is welcome and encouraged. You can use this qr code to provide this feedback.
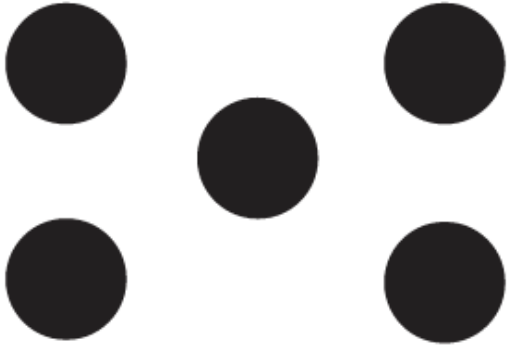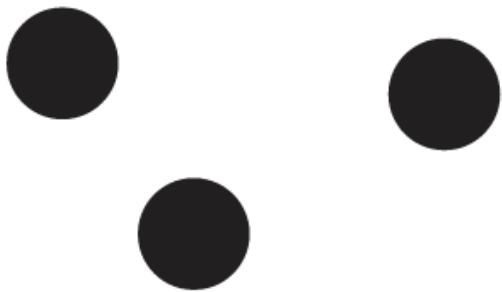
Name:_____

Counting		
"I'd like to hear you count. Start counting from 1" (Score through 10) If student is unsuccessful on first attempt, ask student to count again.	❑ Yes ❑ No	Notes:
Number Identification		
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"** (Select "no" and make a note of which numbers are missed if the student does not read all 5 numbers)	❑ Yes ❑ No	Notes:
1:1 Correspondence		
Put out 3 red counters on a plate and ask, "**How many counters 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 3 counters. After 3rd attempt, select "no" and make notes on the student's response.	❑ Yes ❑ No	Notes:
Addition		
Using the 3 red counters from above, add 2 more blue counters, next to the red ones. **"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. (after 2nd attempt, select 'no' and make notes on student's response)	❑ Yes ❑ No	Notes:
Show me 3 fingers". After student has shown their answer, say, **"OK, put your fingers down. Now show me 5 fingers.**	❑ Yes ❑ No ❑ Yes ❑ No	Notes:

Kindergarten Fall Screener Print Materials

1	2	3
4	5	