

Math Screener

Grade Three

Draft – February 2024

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.

Grade 3 Math Screener

The Grade Three 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: _____

Date: _____

<i>Pattern</i>		<i>Notes</i>
"Identify the core pattern" A B C A B C A B C	☐ Yes ☐ No	
"Identify the core pattern" 	☐ Yes ☐ No	
<i>Place Value</i>		
"Using rods and cubes build the number 46."	☐ Yes ☐ No	
Using a whiteboard "draw the number 46." (This can be any arrangement of 46)	☐ Yes ☐ No	
"Print the numerals to represent the number 46."	☐ Yes ☐ No	
"How many 10s in the number 46?"	☐ Yes ☐ No	
"How many ones in the number 46?"	☐ Yes ☐ No	

Matching Numerals to Sets		
Use the following numeral identification cards: 63, 71, 90, 17, 54 Lay the cards out one at a time and ask, “what number is this?”		
63	☐ Yes ☐ No	
71	☐ Yes ☐ No	
90	☐ Yes ☐ No	
17	☐ Yes ☐ No	
54	☐ Yes ☐ No	
Counting (Forwards and Backwards)		
“Start counting from 27 and I will tell you when to stop.” (Stop at 43) If student cannot count correctly to 43 (with reasonable prompting), leave blank or mark with an X and make notes on the attempt.	☐ Yes ☐ No	
“Count backward from 23 and I will tell you when to stop.” (Stop at 10) If student cannot count correctly from 27 to 10 (with reasonable prompting), leave blank or mark with an X and make notes on the attempt.	☐ Yes ☐ No	

Odd and Even Numbers		
"Is 84 an odd or even number?"	☐ Yes ☐ No	
"Is 97 an odd or even number?"	☐ Yes ☐ No	
"Is 25 an odd or even number?"	☐ Yes ☐ No	
"Is 50 an odd or even number?"	☐ Yes ☐ No	
<i>Decomposition: Adding</i>		
"Here are 3 rods. Here are 7 counters. How many are there all together?"	☐ Yes ☐ No	
"Tell me two numbers that go together to make 37. " (prompt for addition) (allow student to work on paper)	☐ Yes ☐ No	
"Tell me another two numbers that go together to make 37." (prompt for addition)	☐ Yes ☐ No	

<i>Decomposition: Subtracting</i>		
"Here are 14 counters. I am taking 3 away. How many counters are there now?" Allow student to count the 14 counters first, if necessary.	☐ Yes ☐ No	
<i>Fact Fluency</i>		
Use materials of choice to show student number equation.		
17+4=	☐ Yes ☐ No	
25+5=	☐ Yes ☐ No	
54-3=	☐ Yes ☐ No	
99+1=	☐ Yes ☐ No	
0+76=	☐ Yes ☐ No	

Grade Three Fall Math Screener Print Materials

63

71

90

17

54