

Kindergarten Math Screener Directions

Materials:

- Print the provided materials below. Laminate if desired.
- Collect counters (blocks, bears, red/yellow counter etc.) You will need two different colors and a minimum of 20.
- Paper and/or small white board.

Directions:

1. You will flash the dot pattern cards for $\frac{1}{2}$ second. Make sure you have the student's attention focused on the card before you flash it.
2. You will show the student finger patterns for $\frac{1}{2}$ second and ask "How many fingers?" Avoid flashing the numbers in numerical order: 6, 7, 8, 9, as the student may guess correctly.
3. Using 5 counters all the same color, arrange them in a circular formation. Allow the student to see it for $\frac{1}{2}$ second. Cover your counters with a paper or small white board. Give the student 10 counters and ask, "Can you use these counters to match mine?"
4. Ask the student to start counting. Stop them at 100.
5. Ask the student to start counting from 76. Stop student at 84.
6. Ask the student to count backwards from 10. Stop the student at 0.
7. Put 20 counters in front of the student. Ask the student for 11 counters.
8. Put the 11 counters back in their pile. Ask the student for 17 counters.
9. Put 13 counters in front of the student. Ask, "How many counters are here." Point to just the 13 counters directly in front of the student. Hide the extra counters out of sight from the student to avoid confusion.
10. Using a ten frame, show the student 7 counters. Ask, "How many counters?"
11. Put out the pile of 20 counters. Ask the student for 10 counters. Ask, "How many counters did you give me?"
12. Put a ten frame in front of the student. Put out 6 counters (DO NOT put them on the ten frame.) Ask the student, "Are there enough counters to fill the ten frame?"
13. Ask the student to show you 4 fingers.
14. Show student the 2 cards with dot patterns of 5 and one other dot pattern card. Ask the student which one is not like the others?
15. Show student the numeral 7 card. Ask, "What number is one more than this number?"
16. Show student the numeral 6 card. Ask, "What number is two more than this number?"
17. Explain to the student, "I am going to say a number and I want you to tell the number that would go with my number to make 5."
 - a. What goes with 3 to make 5?
 - b. What goes with 4 to make 5?
 - c. What goes with 2 to make 5?
 - d. What goes with 1 to make 5?
18. Show 5 counters of one color for $\frac{1}{2}$ second, and then cover. Say, "Here are 5 red counters." Show 3 counters of another color for $\frac{1}{2}$ second and then cover. Say, "Here are 3 yellow counters." Ask, "How many counters all together?" If they are correct, ask how they solved the problem.
19. Show 6 counters of one color for $\frac{1}{2}$ second, and then cover. Say, "Here are 6 red counters." Show 3 counters of another color for $\frac{1}{2}$ second and then cover. Say, "Here are 3 yellow counters." Ask, "How many counters all together?" If they are correct, ask how they solved the problem.



20. Show 9 counters of one color for $\frac{1}{2}$ second, and then cover. Remove the cover and take 4 counters away, while the student watches. Cover the counters that are left. Say to the student, "There were 9 counters and I removed 4. How many counters are left?" If correct, ask how they solved the problem.



This resource was developed using materials from the Build Math Minds site and online Number Sense course offered by Christina Tondevold on this platform. For more information regarding these materials, the Build Math Minds Platform, and Christina Tondevold, please visit buildmathminds.com or therecoveringtraditionalist.com.

Kindergarten Math Screener

Name: _____ Date: _____

Subitizing Score	/5	%
Verbal Counting Score	/3	%
Object Counting Score	/4	%
Cardinality Score	/3	%
Spatial Relationships Score	/2	%
One/Two More & Less Score	/2	%
Benchmarks of 5 & 10 Score	/2	%
Part-Part-Whole Score	/3	%
Total	/24	%

Subitizing Score ____ out of 5 = ____%

Standard(s)	Notes/Student Response
K.CC.1 K.CC.4	<p>1. Explain to student, "I am going to show you a card for a very short time and then you will need to tell me how many dots you saw on the card." Flash card for ½ second. Ask, "How many dots did you see?"</p> <p>3 _____ 5 _____ 9 _____ 7 _____</p> <ul style="list-style-type: none"> ○ Correct & Fluent, Identifies Ten-Frames w/o Counting (2) ○ Not Fluent, Identifies Ten-Frames but Counts by 1s (1) ○ Unsuccessful (0)
K.CC.3 K.CC.4	<p>2. Ask, "What number is this?" while momentarily showing on your fingers the five plus pattern. (One full hand of 5 and more on the second hand)</p> <p>6 _____ 8 _____ 7 _____ 9 _____</p> <ul style="list-style-type: none"> ○ Correct & Fluent, Identifies Five-Plus Patterns w/o Counting (2)



	<ul style="list-style-type: none"> ○ Not Fluent, Identifies Five-Plus Patterns but has to Build to Count (1) ○ Unsuccessful (0) 	
K.CC.1 K.CC.4	<p>3. Show student 5 counters arranged in a geometric pattern for a few seconds, then flip over or hide. Give student counters and ask, "Can you use these counters to match mine."</p> <ul style="list-style-type: none"> ○ Correct (1) ○ Incorrect (0) 	

Verbal Counting Score ____ out of 3 = ____%

Standard(s)		Notes/Student Response
K.CC.1	<p>4. "Start counting forwards." Stop student at 100.</p> <ul style="list-style-type: none"> ○ All Correct (1) ○ Any Incorrect (0) 	
K.CC.2	<p>5. "Start counting forwards from 76." Stop student at 84.</p> <ul style="list-style-type: none"> ○ All Correct (1) ○ Any Incorrect (0) 	
K.CC.1	<p>6. "Count back from 10." Stop student at 0.</p> <ul style="list-style-type: none"> ○ All Correct (1) ○ Any Incorrect (0) 	



Object Counting Score ___ out of 4 = ___%

Standard(s)		Notes/Student Response
K.CC.4	7. Put out a pile of 20 counters. Say, "Get me 11 counters." <input type="radio"/> Correct (1) <input type="radio"/> Incorrect (0)	
K.CC.4	8. Put out a pile of 20 counters. Say, "Get me 17 counters." <input type="radio"/> Correct (1) <input type="radio"/> Incorrect (0)	
K.CC.4 K.CC.5	9. Put 13 counters in front of the student. Say, "How many are there?" <input type="radio"/> Correct, without touching (2) <input type="radio"/> Correct, with 1 to 1 touching (1) <input type="radio"/> Incorrect (0)	

Cardinality Score ___ out of 3 = ___%

Standard(s)		Notes/Student Response
K.CC.4 K.CC.5	10. Show student a ten frame with 7 counters. Ask, "How many counters?" <input type="radio"/> Correct without recounting (1) <input type="radio"/> Incorrect (0)	
K.CC.4 K.CC.5	11. Put out a pile of 20 counters. Say, "Get me 10 counters." Ask, "How many counters did you give me?" <input type="radio"/> Correct without recounting(1) <input type="radio"/> Incorrect (0)	
K.CC.4 K.CC.5	12. Put 6 counters and a ten frame in front of the student. Say, "Are there enough counters to fill the ten frame?" <input type="radio"/> Correct (1) <input type="radio"/> Incorrect (0)	



Spatial Relationships Score ___ out of 2 = _____%

Standard(s)		Notes/Student Response
K.CC.1	13. Ask, "Show me 4 fingers." <input type="radio"/> Correct without counting (1) <input type="radio"/> Incorrect (0)	
K.CC.6	14. Show student the 2 cards with dot patterns of 5 and one other dot pattern card. Ask, "Which one is not like the others?: <input type="radio"/> Correct (1) <input type="radio"/> Incorrect (0)	

One/Two More and Less Score ___ out of 2 = _____%

Standard(s)		Notes/Student Response
K.CC.4c K.OA.1	15. Show student the number 7. Ask, "What number is one more than this number?" <input type="radio"/> Correct (1) <input type="radio"/> Incorrect (0)	
K.OA.1	16. Show student the number 6. Ask, "What number is two more than this number?" <input type="radio"/> Correct (1) <input type="radio"/> Incorrect (0)	



Benchmarks of 5 & 10 Score ____ out of 2 = ____%

Standard(s)		Notes/Student Response
K.OA.1 K.OA.3 K.OA.4 K.OA.5	17. "I will say a number and you say the number that goes with it to make 5." For each number say, "What goes with ____ to make 5?" 3 _____(2) 4 _____(1) 2 _____(3) 1 _____(4) ○ Correct & Fluent, Automatic Response (2) ○ Not Fluent, Some Problem Solving Takes Place(1) ○ Unsuccessful (0)	



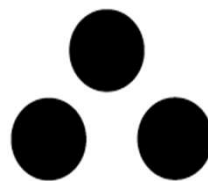
Part-Part-Whole Score ____ out of 3 = ____%

Standard(s)		Notes/Student Response
K.OA.1 K.CC.4	<p>18. Briefly display 5 red counters then cover. Say, “Here are five red counters.” Briefly display 3 yellow counters then cover. Say, “Here are three yellow counters. How many counters all together?” Then ask, “How did you solve it?”</p> <ul style="list-style-type: none"> ○ Correct (1) (student may re-present the items with fingers or by touching) ○ Incorrect (0) 	
K.OA.1 K.CC.4	<p>19. Briefly display 6 red counters then cover. Say, “Here are six red counters.” Briefly display 3 yellow counters then cover. Say, “Here are three yellow counters. How many counters all together?” Then ask, “How did you solve it?”</p> <ul style="list-style-type: none"> ○ Correct (1) (student may re-present the items with fingers or by touching) ○ Incorrect (0) 	
K.OA.1 K.CC.4	<p>Briefly display 9 counters then cover. Remove and show 4 then cover. Say, “There were 9 counters and I removed 4. How many are left?” Both collections remain covered. Then ask, “How did you solve it?”</p> <ul style="list-style-type: none"> ○ Correct (1) (student may re-present the items with fingers or by touching) ○ Incorrect (0) 	

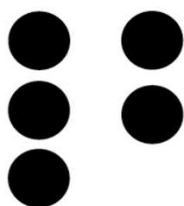


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Materials

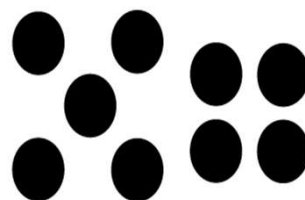
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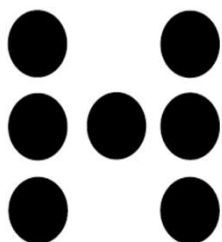
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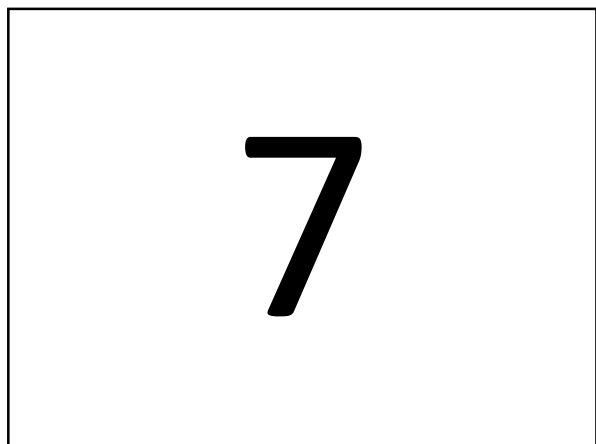
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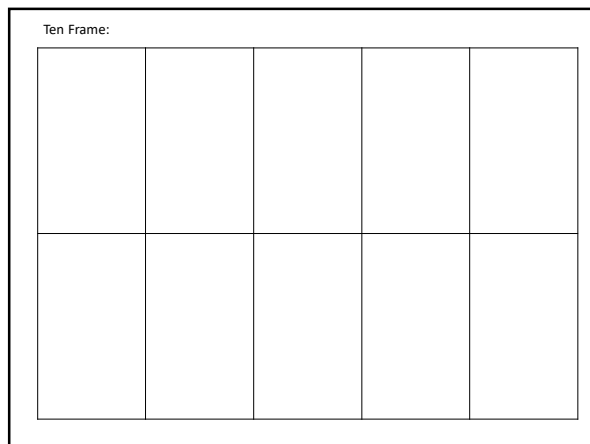
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