



Our Motto
Our Mission
Our Values
Our Vision

Students Come First
 Building Strong Foundations to Create Bright Futures
 Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance
 Learning Without Limits...Achievement for All

Board Development Topic: Understanding Math Screeners and Intervention

Date of Board Meeting:

January 31, 2019

Strategic Priority:

- Student and Family Engagement
- Internal Process
- People Capacity
- Financial Stewardship

Quality Indicator(s):

- QI 6.2 – The Director keeps the Board informed about Division operations.
- QI 6.3 – The Director provides the Board with balance, sufficient, concise information and clear recommendations for actions items in agendas.
- QI 6.6 – The Director ensures high quality management services are provided to the Board.

Information for the Board (10 fast facts):

1. Math Screeners are administered in September with all grade 2-8 students. The content in the math screeners is based on math curriculum from the previous two grades. For example, students beginning Grade 4 are being asked to show competency with content from Grades 2 and 3 math curriculum.
2. Speed in processing is not a strong indicator of conceptual understanding. Thus, the amount of time required to complete the screener is not to be limited although the classroom teacher would likely make note of this.
3. Students have access to manipulatives while completing the screeners.
4. Saskatchewan math curricula are composed of four strands: number, patterns and relations, statistics and probability, and shape and space. The screener only addresses content from the number and patterns and relations strands.
5. All of the questions in the screeners are labelled with the concept/curriculum outcome that is being assessed.
6. There is a Data Collection Template that accompanies the screeners. The Data Collection Template allows teachers to identify potential individual student gaps as well as potential gaps in previous instruction. Thus, the screeners are designed to be responsive and to inform instruction.
7. Students must score 75% or higher to be considered 'at grade level.' On the Data Collection Template a score of 75% or higher is communicated with a coding of green or blue whereas a score of 74% or less is coded yellow or red.
8. The math screeners were developed by former GSSD math coach, Cindy Smith, along with classroom teachers throughout GSSD. The screeners were developed after assessments from other jurisdictions were reviewed.
9. Assessment practices in the mathematics classroom are not limited to pen and paper tasks such as screeners. Strong assessment triangulates data which means a teacher considers conversations and

STUDENT & FAMILY

INTERNAL PROCESSES

PEOPLE CAPACITY

FINANCIAL STEWARDSHIP

observations as well as pen and paper tasks in an effort to provide a comprehensive picture of student understanding.

10. Students who score below 75% in September will be re-screened in April for evidence of growth.

Respectfully submitted,

Quintin M. Robertson, Director/CEO
Good Spirit School Division