

Explicitly Teaching Inferences

1. Based on the facts on page ____, what conclusion can you make?
2. Why is it important that _____?
- 3 After looking at the picture on page ____, what can you know about a _____?

Explicitly Teaching Critical Literacy

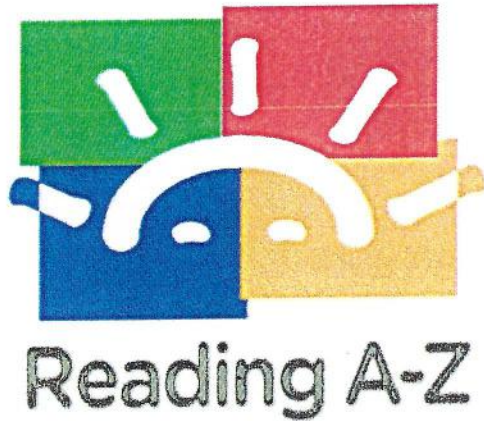
1. What was the author's purpose in writing this story?
2. Where can you find the author's purpose? (It is always the main idea in the first paragraph on the first page)
3. Why is writing about this topic important?
4. Was the story difficult to understand? Why or why not?

Explicitly Teaching Creative Literacy

1. Can you tell me about a time when _____?
2. Can you tell me about a _____ you have seen?
3. If you were going to write this story how would you chose to end it?
Why would you chose that ending?
4. What other information could the author have given the audience? Why would that information be important to know?

Teaching Visual Literacy Skills

Visual literacy is the ability to evaluate, apply, or create conceptual visual representations. Skills include the evaluation of advantages and disadvantages of visual representations, to improve shortcomings, to use them to create and communicate knowledge, or to devise new ways of representing insights.



FLUENCY STANDARDS TABLE

Recommended reading rates, or words read per minute, for grades one through six were examined from three separate research studies. The findings of these studies were used by Reading A-Z to establish an average early and end reading rate per grade level. Your student's reading rates can be compared to these average rates as a way to determine whether they are making progress in their ability to recognize words automatically. The comparison can also be used to determine whether a student's reading rate is near the grade level standard. For example, a beginning third grade student with a reading rate of 110 WPM can be considered on level. However, a third grade student with a reading rate of 60 WPM is recognizing words at a rate similar to a first grader and will likely need additional instructional support to increase his or her reading rate.

READING A-Z RECOMMENDATIONS WORDS PER MINUTE (WPM)

GRADE	BEGINNING RATE	MID-YEAR RATE	END RATE
1	50	60	70
2	70	80	100
3	100	120	130
4	130	135	140
5	140	150	160
6	160	165	170

Narrative Writing

Goal: Narrative writing tells a story or part of a story.

Characteristics: The general characteristics of narrative writing include:

- plot structure
 - introduction
 - rising action
 - climax
 - falling action
 - resolution
- conflict
- characterization
- setting
- theme
- point of view
- sequencing
- transitions

Uses: Narrative writing appears in and is not limited to novels, short stories, biographies, autobiographies, historical accounts, essays, poems, and plays.

- Exercises:**
- Write a story about the best celebration you have ever had; tell why this is your favorite.
 - Think of a time when you were nervous. It might be your first plane ride or the first time you slept over night with a friend. Tell what happened and how you reacted.
 - Write a fictional story about being an eyewitness at an historical event.
 - Find an example of a narrative; explain the elements that make this a good example

Prior Instruction to Writing Descriptions

The prior instruction necessary for students to meet the grade level standards in writing requires the implementation of a balanced writing program. This includes daily whole-class demonstrations, and daily instruction (demonstrated writing, shared pen technique in guided writing, independent writing).

Below are suggestions for classroom activities designed to prepare students to meet the writing standards related to narrative writing and to write the prompt, “My Special Time.”

Read Narrative Stories using the “Author as Mentor” Model

Students have a great familiarity with favorite books. Read stories from a variety of genres about other characters that are rich in colorful and descriptive language, using a narrative setting.

Writing Topic Sentences and Paragraphs with Supporting Details

Students need multiple demonstrated lessons on how to write concise topic sentences with supporting details. Use oral language development, shared pen techniques and teacher demonstrated writing to accomplish this. Write sample topics on strips of paper to be given to students to practice brainstorming supporting details.

Practicing Logical Sequential Order

Throughout the year, students should participate in activities that develop their ability to identify beginning, middle and end of stories they have read and have written. Students should be able to participate in activities that develop the ability to group sequences within the storyboard in logical order. Using storyboard such as done with cartoons or even movie strips are easy ways to practice logical sequential order.

Practice Editing

Practice the skill of editing in a variety of ways. Editing can be demonstrated through whole-class instruction using shared writing. Students can peer edit with a partner and independently. With ample practice and experience, students will come to view editing as a natural and necessary part of writing.

Reinforce Skills

As skills are presented, add to the class writing checklist, which should be posted in the classroom. Students should frequently access the checklist to see if they are mastering each concept presented.

Use Resources

Build word walls or vocabulary notebooks (student dictionaries) so students may organize and master high frequency words and specialty words. Through the year, have students use their resources to help with their writing.

Directions for the Writing Assessment

To the Teacher

You are encouraged to treat this prompt as a series of classroom lessons, even though the student work produced will be used to determine if they student has met the standards. **THESE DIRECTIONS PROVIDE GUIDELINES FOR THE PROMPT TO PROVIDE CONSISTENCY THROUGHOUT THE COUNTY.** The assessment has four parts: prewriting, writing, editing and publishing. You may administer all parts as one assessment, you may break up the assessment and administer two sections over two days, or you may administer one section a day for four days.

General Guidelines for Assessing Student Work

- ✓ 6 Traits + 1 scoring rubrics (Beginners or Condensed) will be used to score student mastery level of standards.
- ✓ NCLB scoring rubrics may be used as a diagnostic procedure for identifying areas of weakness.
- ✓ Read the directions at each step.
- ✓ Do not provide answers to student questions that would directly meet the standards.
- ✓ Students may use spelling resources which are regularly used in the classroom. Students may not use computers or spell checkers unless this is a part of a student's IEP.
- ✓ You may adjust the directions to meet the needs of your students' understanding.
- ✓ If another language will assist the student in understanding the task, then allow that student to hear, if possible, the directions in his or her primary language.

Part I: Prewriting (30-60 minutes)

The purpose of the prewriting activity is to introduce the assessment task, activate prior knowledge and generate ideas that the students might use in writing to the prompt. There are three basic components of prewriting: (1) Review of the literature (2) Introduced the assessment task; (3) Brainstorming.

Introduce the Assessment Task

Teacher says

During the next couple of days, you will participate in a series of activities that will show that you have met the standards in writing narratives specifically focusing on

_____.

First, we will look at the writing prompt together. Next you will plan out what you want to write about. Then you will write a rough draft.

After you write your rough draft, you will use a writing checklist to help you remember the writing standards for the prompt. You will have plenty of time in class to make sure you have done everything correctly.

When your writing is ready to be scored, the K-3 teachers will use the 6+1 Traits Writing Scoring Rubric to determine if you have met the standards.

Brainstorming

Introduce the brainstorming activity. You may use a variety of graphic organizers such as webs, a train, a hamburger, a skeleton or another device your class is comfortable using.

Teachers says,

You are going to be writing about an animal story. But first, I want you to brainstorm some ideas using your graphic organizer. I want you to write down as many ideas as you can to describe the animal. Use exciting words that tell me what the animal is. Are you with the animal? Who else is in the story? What did you or the animal do first? What did you or the animal do next? What happened last? Finish with an ending that would want to make me come and talk to you about your story. I want you to paint me a picture with your words so when I read it I can see this story in my minds-eye as though it were a movie.

Part II: Writing (60 minutes)

Return the brainstorming graphic organizers to the students. Review the ideas from the prewriting activity and allow students time to talk aloud with a partner about their ideas.

Presenting the prompt to the student:

Write the best story you can about an animal. Be sure to use your describing words to paint a picture of this animal. You must write at least three sentences. Most of you will be able to write much more. You must work alone without talking. When you are finished, remember that good writers always reread what they have written. Be careful your sentences make sense. Does each complete thought begin with a capital letter? Check that at the end of each sentence or complete thought you have a period or another appropriate ending punctuation mark. Make sure your writing is in your best penmanship and you have correct spelling. I cannot help you with any spelling on this task.

Student Prompt
“An Animal Story”

What is the animal?
Who were you with?
What did you or the animal do first?
What did you or the animal do next?
What happened last?
Finish with an exciting ending.

Tell about an animal. Paint a picture that tells the story about this animal.

Part III: Editing (60-120 minutes)

Give each student a copy of the writing checklist. This checklist will be easier for students to use if they have been exposed to it in daily instruction. Provide whatever explanation is necessary to enable students to effectively use the checklist.

Return the students draft writing. Have each student use a checklist to edit/revise for spelling, capitalization, punctuation, content.

Student Writing Checklist

Did I remember these things in my writing	Yes! ☺	No ☹	Teacher Comments
I used details to describe the setting.			
I used details to describe the people or characters in my story.			
My story has an exciting beginning.			
My story has a middle.			
My story has an exciting ending.			
My story goes in order.			
My story makes sense.			
I used complete sentences.			
I used . ! ? at the end of each complete thought.			
I checked my spelling.			
I edited and revised my writing.			
I used my best handwriting.			

Part IV: Publishing (60 minutes)

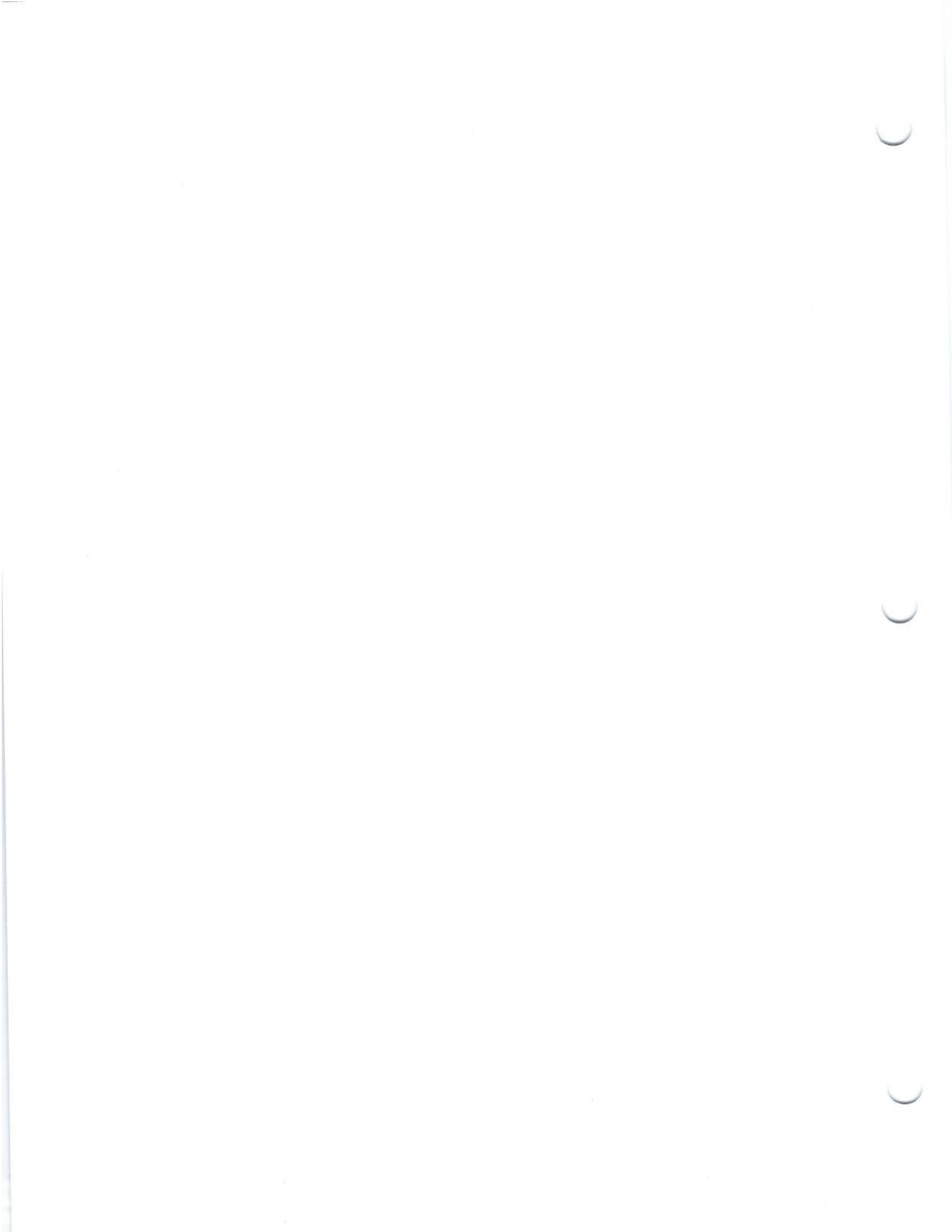
Give students a copy of an agreed upon final writing template (chosen based on the appropriateness of the grade level the prompt is used with). Student in the best penmanship then “publish” their writing to be scored.

Teacher says,





Today we will be publishing your final piece for the writing prompt. It is important that when I give you your writing back that you have edited, that you carefully copy in your best handwriting what you have written. Do not change anything. You may draw a picture when you are finished to illustrate the story, if there is still time.

National Literacy Coalition Model of Writing and 6 +1 Traits Writing Grade-level Expectation Benchmarks and Content Traits

Use the NLC benchmarks for each grade-level to determine the rubric scores for each content area based on the beginning or condensed rubric. K-2 students should use the beginner's rubric, while third grade students should be measured against the condensed rubric.



About My Pet

[graphic of an eye] How my pet looks 	[graphic of an ear] How my pet sounds 	[graphic of a hand] How my pet feels 	[graphic of a nose] How my pet smells 	? What my pet needs

T: _____

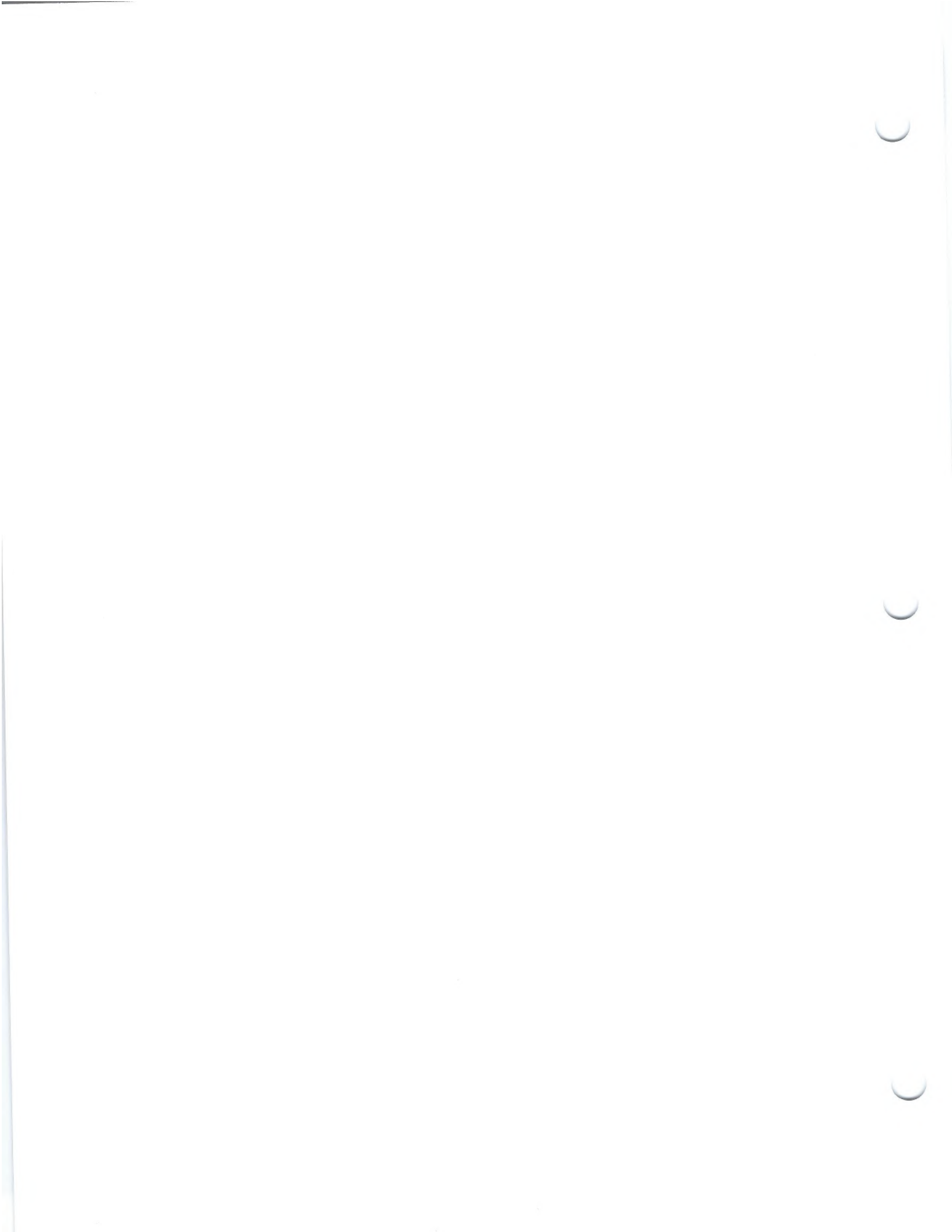
A: _____

P: _____

P: _____








Name _____ Grade _____

T₁ T₂ T₃ Date _____

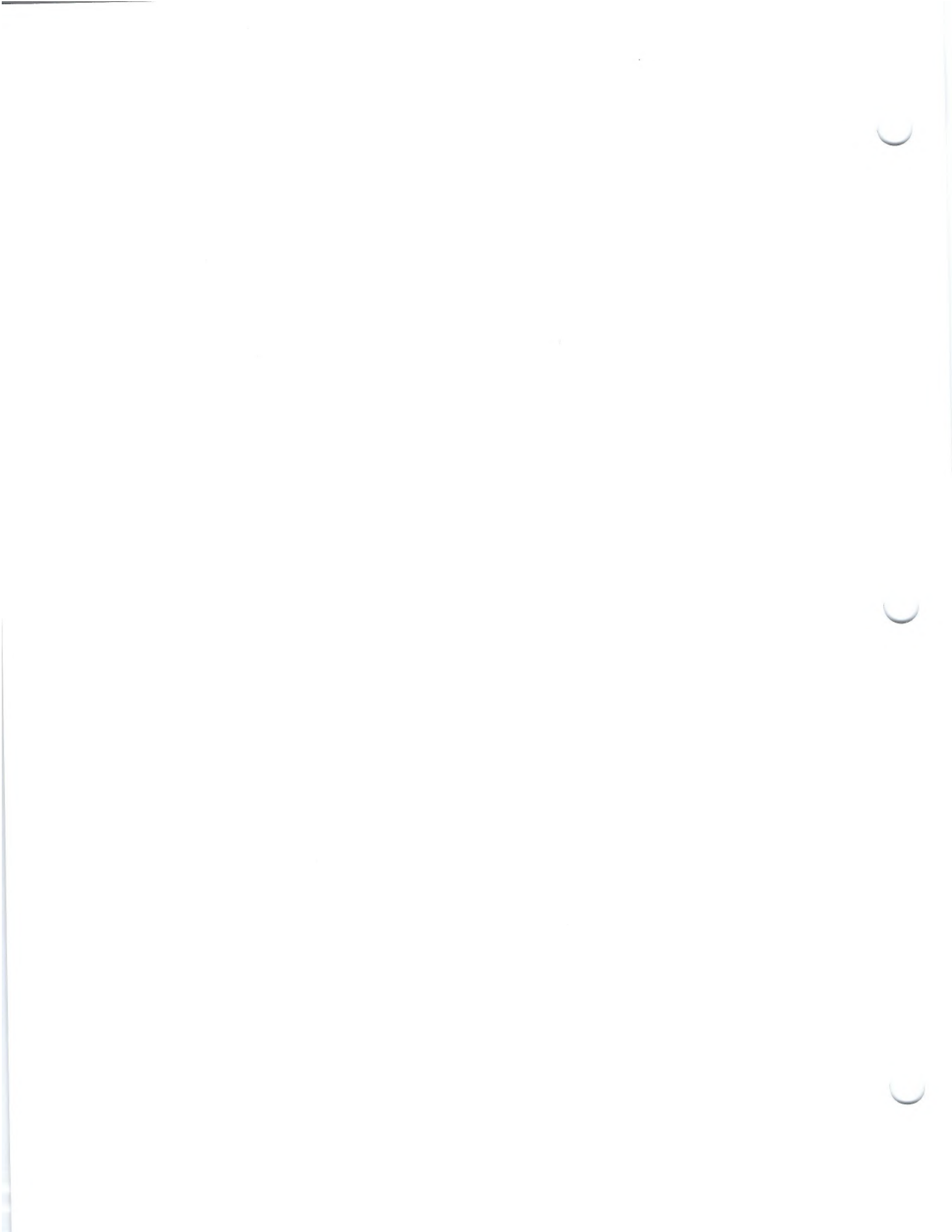


T2

6+1 Trait[™] Writing

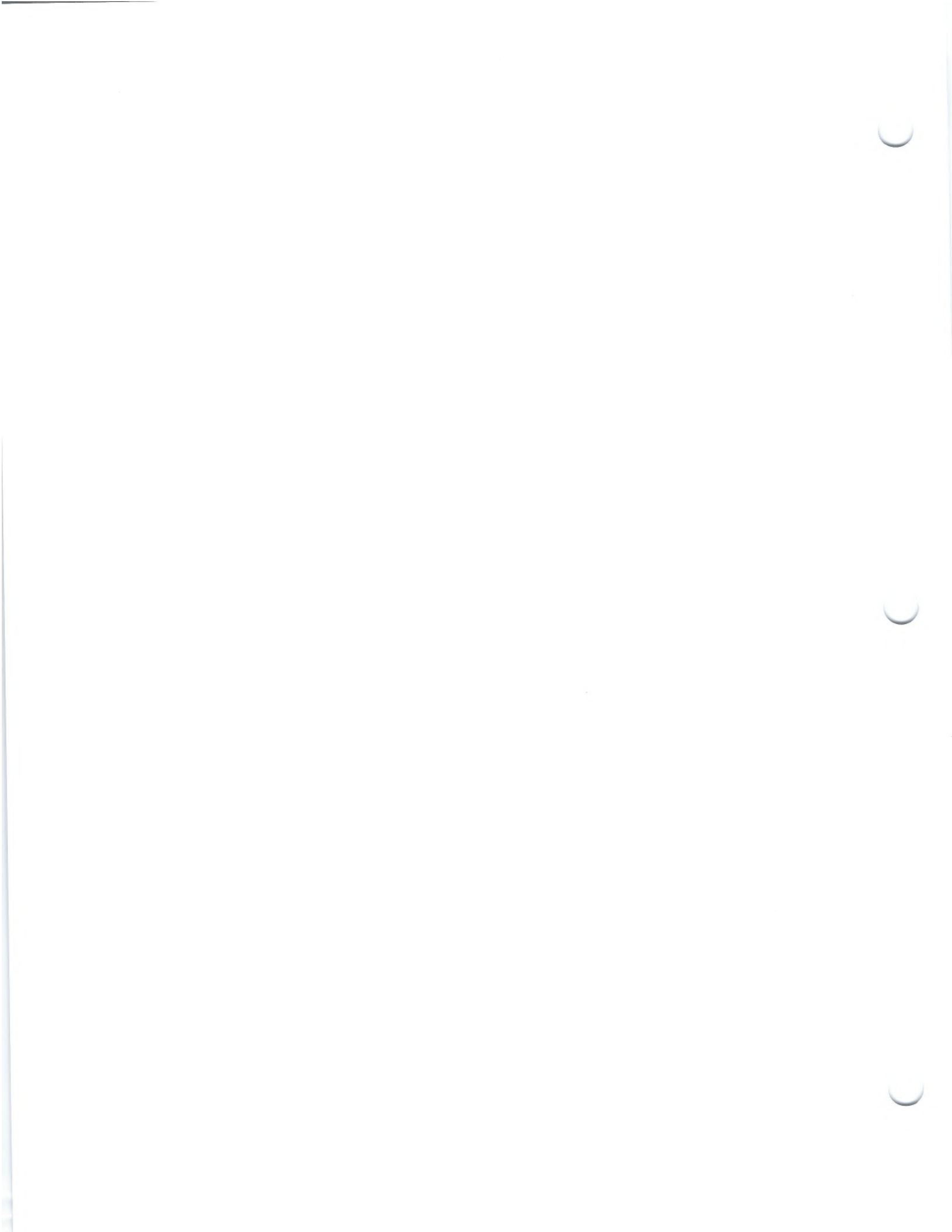
TRAIT	SCORE	TRAIT	SCORE
 Ideas/Content		 Organization	
 Voice		 Word Choice	
 Fluency		 Conventions	
 Presentation		COMMENTS:	

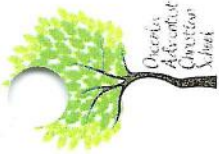
Handwriting practice lines consisting of multiple sets of solid top and bottom lines with a dashed midline.



Draw a picture.

The page contains a large rectangular box at the top for drawing. Below this box is a series of horizontal lines for writing. Each writing row consists of a solid top line, a dashed midline, and a solid bottom line. There are 12 such rows on the page.





Student _____

Date _____

Six Traits Beginner's Rubric for Primary Writers K-2

	IDEAS	ORGANIZATION	VOICE	WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
5 EXPERIENCED	<ul style="list-style-type: none"> *Ideas are fresh and original *Topic is narrow and focused *Develops one clear, main idea *Uses interesting, important details for support 	<ul style="list-style-type: none"> *Original title *Transitions connect main ideas *Effective opening and ending *Easy to follow *Important ideas stand out 	<ul style="list-style-type: none"> *Words elicit emotions *Says more than is expected *Point of view is evident *Clear sense of audience *Cares about the topic 	<ul style="list-style-type: none"> *Everyday words used well *Precise, fresh, original words *Vivid images *Avoids repetition, clichés, vagueness *Attempts figurative language 	<ul style="list-style-type: none"> *Consistent use of sentence variety *Sentence structure is correct and creative *Varied beginnings *Natural rhythm and flow *Texture denotes main ideas 	<ul style="list-style-type: none"> *High frequency words spelled correctly *Capitals for proper nouns and beginnings *Basic punctuation correct *Indents consistently *Shows control over grammar
4 CAPABLE	<ul style="list-style-type: none"> *Writing tells a story or makes a point *Illustration enhances the writing *Idea is generally on topic *Details are present but not developed 	<ul style="list-style-type: none"> *Appropriate title *Attempts transitions sentence-to-sentence *Good beginning and attempted ending *Logical sequencing *Key ideas begin to surface 	<ul style="list-style-type: none"> *Individual and expressive *Perspective becomes evident *Personal treatment of standard topic *Conveys idea to reader *Attempts non-standard point of view 	<ul style="list-style-type: none"> *Uses favorite words correctly *Experiments with new words *Tries to choose words for specificity *Attempts to use descriptive words to create images 	<ul style="list-style-type: none"> *Simple and compound sentences present and effective *Attempts complex sentences *Varied beginnings *Sections have rhythm and flow 	<ul style="list-style-type: none"> *Most high frequency words spelled correctly *Capitals for beginnings and some proper nouns *End punctuation correct, other attempted *Variable paragraphing *s/v and n/p agreement, correct verb tense

	IDEAS	ORGANIZATION	VOICE	WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
3 DEVELOPING	<ul style="list-style-type: none"> *Attempts a story or a point *Illustration supports writing *Meaning of the general idea is recognizable *Some ideas clear, but some are still fuzzy 	<ul style="list-style-type: none"> *Title present *Limited transitions *Beginning but no ending except "The End" *Attempts at sequencing 	<ul style="list-style-type: none"> *Expresses predictable feelings *Moments of individual "sparkle" *Repetition of familiar ideas *Awareness that writing will be read, but limited connection to reader 	<ul style="list-style-type: none"> *General, ordinary words *Attempts new words, but they don't always work *Settles for the word that "will do" *Big words used only to impress reader *Relies on slang, repetition, cliches 	<ul style="list-style-type: none"> *Simple sentences *Same beginnings *Experiments with other patterns *Meaning not always clear on first read *Dialogue present but needs interpretation 	<ul style="list-style-type: none"> *Phonetic spelling *Capitals for beginnings *Most end punctuation correct *Experiments with other punctuation *No paragraphing *Attempts standard grammar
2 EMERGING	<ul style="list-style-type: none"> *Some recognizable words present *Pictures labeled and supported by words *Drawings show detail 	<ul style="list-style-type: none"> *Writes left-to-right *Writes top-to-bottom *Experiments with beginnings *Begins to group like words/pictures 	<ul style="list-style-type: none"> *Hints of voice *Predictable treatment of topic *Energy is present *Audience could be anybody 	<ul style="list-style-type: none"> *Recognizable words *Environmental words used correctly *Attempts phrases *Functional language 	<ul style="list-style-type: none"> *Strings words together *Attempts simple sentences *Short, repetitive patterns *Dialogue present but not understandable 	<ul style="list-style-type: none"> *Attempts phonetic spelling *Uses mixed upper and lower case letters *Random punctuation *Nonstandard grammar is common
1 EXPERIMENTIN G	<ul style="list-style-type: none"> *Uses scribbles for writing *Dictates labels or story *Shapes that look like letters *Line forms that imitate text 	<ul style="list-style-type: none"> *Attempts to write left-to-right and top-to-bottom *No sense of beginning and end yet *Experiments with spacing 	<ul style="list-style-type: none"> *Communicates feeling in drawings *Work is similar to everyone else's *Ambiguous response to task *Not aware of audience 	<ul style="list-style-type: none"> *Writes letters in strings *Imitates word patterns *Pictures stand for words *Copies environmental print 	<ul style="list-style-type: none"> *Mimics letters and words *No patterns for sentences evident 	<ul style="list-style-type: none"> *Letter strings not phonetic *Attempts standard letters *Attempts spacing

Student Name _____ E T₁ T₂ T₃ T₄

School Year 20__ - 20__

Teacher _____

First Grade Mathematics Common Core Assessment

Number Sense in Base Ten _____%

Algebraic Thinking/Operations _____%

Measurement _____%

Data/Probability/Statistics _____%

Geometry _____%

Assessment for Common Core Mathematics Standards Grade 1

Introduction: Summary of Goals

GRADE ONE

By the end of grade one, students learn to understand and use the concept of ones, tens, and one hundred in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and use visual discrimination to locate objects. They describe data and analyze to solve simple problems.

Assessment for Common Core Mathematics Standards Grade 1

Number Sense _____/49 _____%

1. Circle the number seventeen.

7 17 70 117

NS1.1

2. Write the numbers you would say as you count forward from 63:

63, 64, _____, _____, _____, _____, _____, _____

3. Fill in the missing symbols $<$ or $>$ or $=$.

4 _____ 3 19 _____ 19 23 _____ 18 92 _____ 84

NS1.2

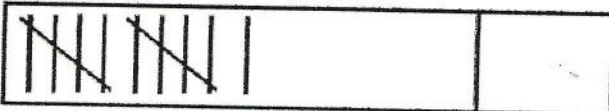
4. Make up a number sentence that has the answer 8.

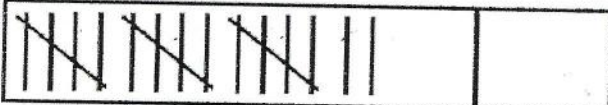
_____ + _____ = 8 _____ - _____ = 8

NS1.3

5. There are 10 sticks in each bundle.

- Write the number of sticks in group A.
- Write the number of sticks in group B.

A. 

B. 

NS1.4

Assessment for Common Core Mathematics Standards Grade 1

Number Sense

6. Circle the group of coins that equals 25 cents.

NS1.5



7. Add and subtract

NS2.1

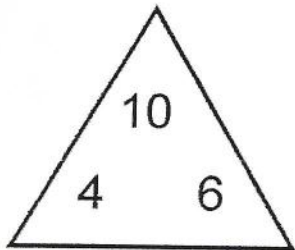
$$\begin{array}{r} 4 \\ +1 \\ \hline \end{array}$$
$$\begin{array}{r} 6 \\ +7 \\ \hline \end{array}$$
$$\begin{array}{r} 7 \\ +9 \\ \hline \end{array}$$
$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$
$$\begin{array}{r} 8 \\ -3 \\ \hline \end{array}$$
$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$
$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

Assessment for Common Core Mathematics Standards Grade 1

Number Sense

8. Use the numbers in the triangle to make a fact family.



$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} + \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

$$\underline{\quad\quad} - \underline{\quad\quad} = \underline{\quad\quad}$$

NS2.2

9. Write the answers:

A) One more than 38 = $\underline{\quad\quad\quad}$

B) Ten more than 60 = $\underline{\quad\quad\quad}$

C) One less than 27 = $\underline{\quad\quad\quad}$

NS2.3

10. Count on:

2, 4, 6, $\underline{\quad\quad}$, $\underline{\quad\quad}$, $\underline{\quad\quad}$, $\underline{\quad\quad}$, $\underline{\quad\quad}$

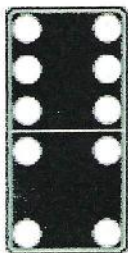
5, 10, $\underline{\quad\quad}$, $\underline{\quad\quad}$, $\underline{\quad\quad}$, $\underline{\quad\quad}$, $\underline{\quad\quad}$

NS2.4

Assessment for Common Core Mathematics Standards Grade 1

Number Sense

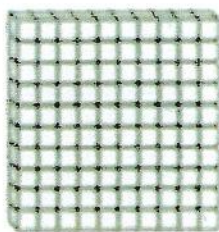
9. Look at the example. What number is it? Write three other ways to make that number.



NS2.5

10. Write the number using hundreds, tens, and ones.

A.



B.



NS2.6

Assessment for Common Core Mathematics Standards Grade 1

Algebraic Functions & Operations _____/12 _____%

AF1.1

1. Use the build (manipulative), sketch (draw), and record (answer) method to solve the problems. Then write a sentence to answer the question.

- A. Jerry had 8 pencils. His brother gave him 4 more pencils. How many pencils does Jerry have now?

_____ _____ _____

- B. I had ten cupcakes, and I ate three of them. How many cupcakes do I have left?

_____ _____ _____

Assessment for Common Core Mathematics Standards Grade 1

Algebraic Functions & Operations

2. Fill in $+$ or $-$ to make the number sentence true:

AF1.2

A. $5 \underline{\quad} 3 = 8$

B. $5 \underline{\quad} 3 = 2$

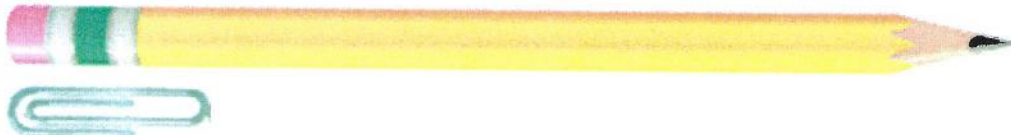
C. $3 \underline{\quad} 4 = 7$

D. $7 \underline{\quad} 2 = 5$

Assessment for Common Core Mathematics Standards Grade 1

Measurement _____ /5 _____ %

1.



MG1.1

About how many paper clips long is the pencil?

- five paper clips seven paper clips nine papers clips

2. Circle the answer. Is 10:30 a.m. before or after you eat lunch?

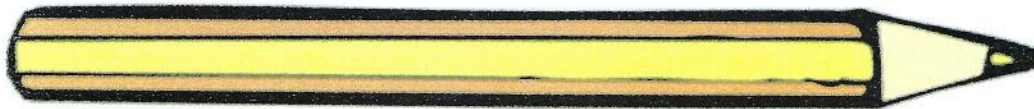
after

before

M1.2

3. How long is the pencil in inches? _____ inches

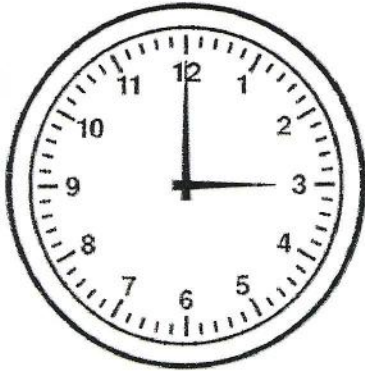
MG1.3



Assessment for Common Core Mathematics Standards Grade 1

Measurement

4.



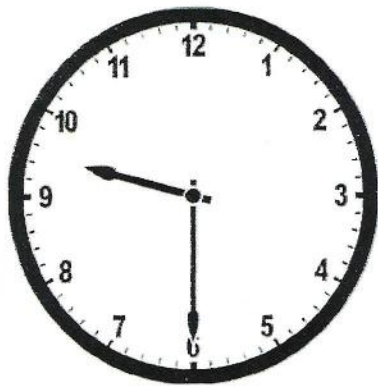
What time is it?

12:3 3:00

3:12 12:15

MG1.4

5.



What time is it?

10:30 6:9

9:6 9:30

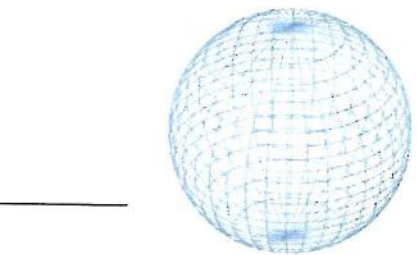
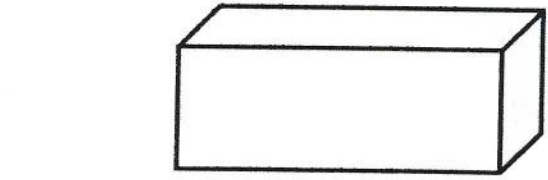
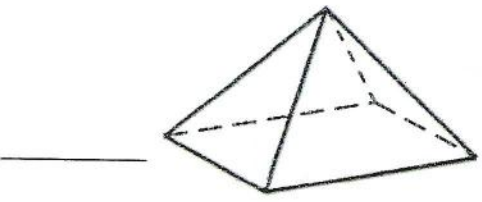
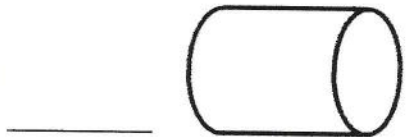
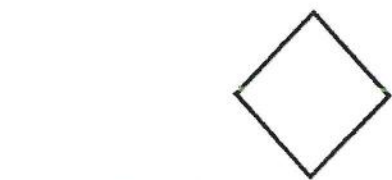
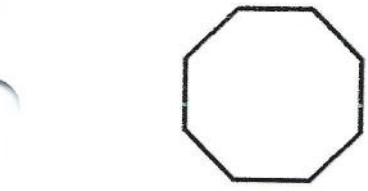
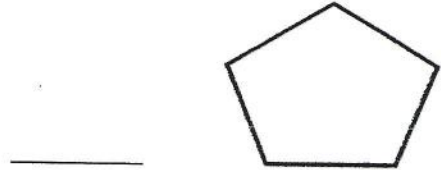
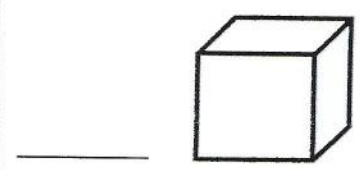
MG1.4

Assessment for Common Core Mathematics Standards Grade 1

Geometry _____/15 _____%

1. Write the letter of the correct answer next to the shape.

MG2.1



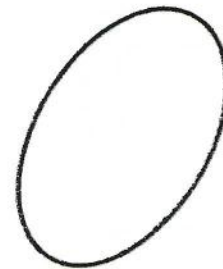
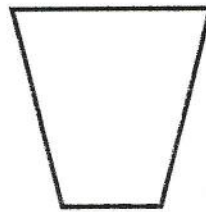
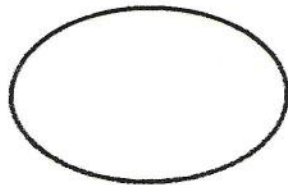
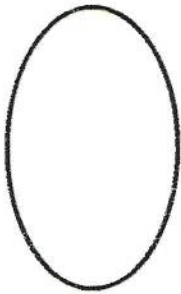
- A. cube
- B. cylinder
- C. hexagon
- D. octagon
- E. parallelogram
- F. pentagon
- G. pyramid
- H. rectangular prism
- I. rhombus
- J. sphere

Assessment for Common Core Mathematics Standards Grade 1

Geometry

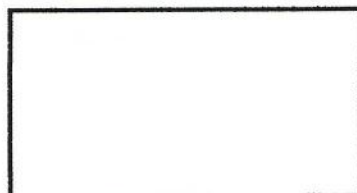
2. Circle the shape that is not an oval.

MG2.2



3. Follow the directions:

- A. Write the letter A above the rectangle.
- B. Write the letter B below the rectangle.
- C. Write the letter C inside the rectangle.
- D. Write the letter D to the right of the rectangle.

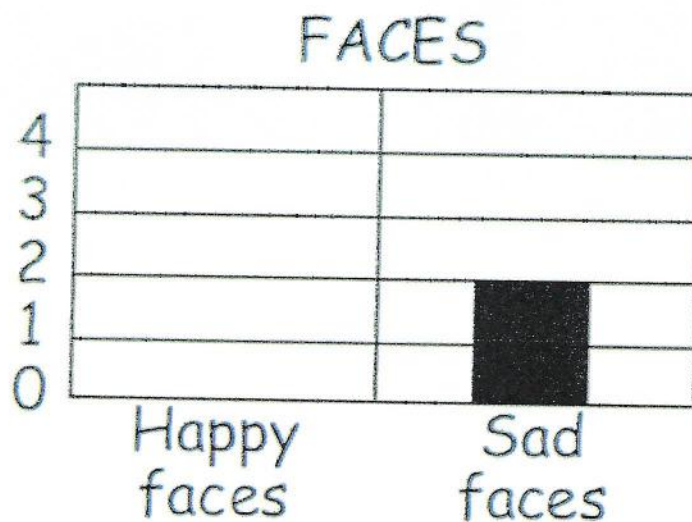


Assessment for Common Core Mathematics Standards Grade 1

Statistics, Data, and Probability _____/5 _____%

1. This graph shows how many sad faces there are. Draw a bar on the graph to show how many happy faces there are:

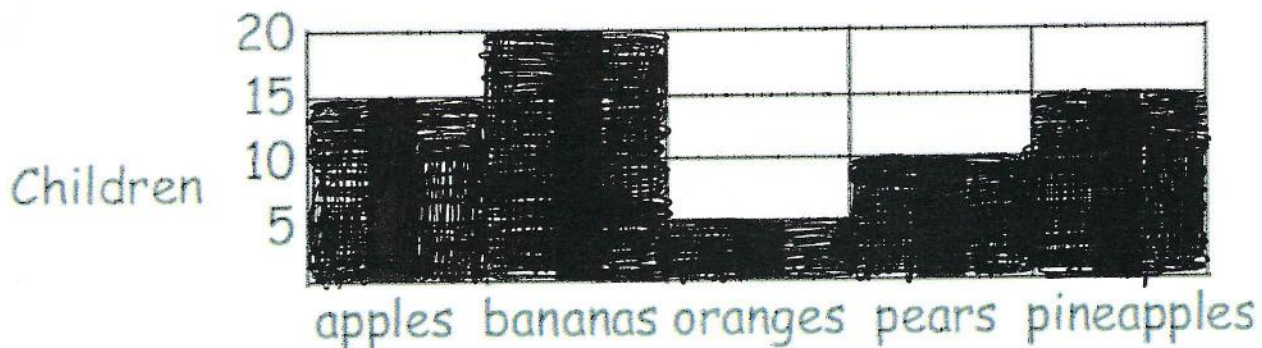
S1.1



Assessment for Common Core Mathematics Standards Grade 1

Statistics, Data, and Probability

2. This graph shows which fruit children like.



S1.2

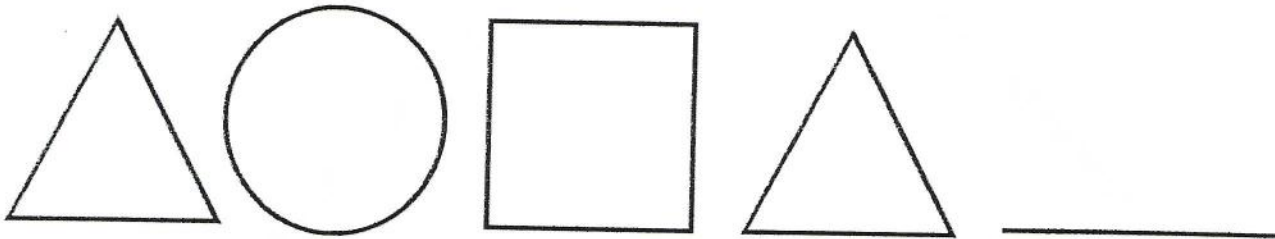
- A. How many children like apples? _____
- B. Which fruit do the most children like? _____
- C. Which fruit do the fewest children like? _____

Assessment for Common Core Mathematics Standards Grade 1

Statistics, Data, and Probability

3. Look at the pattern below determined by the first three objects. Finish the pattern.

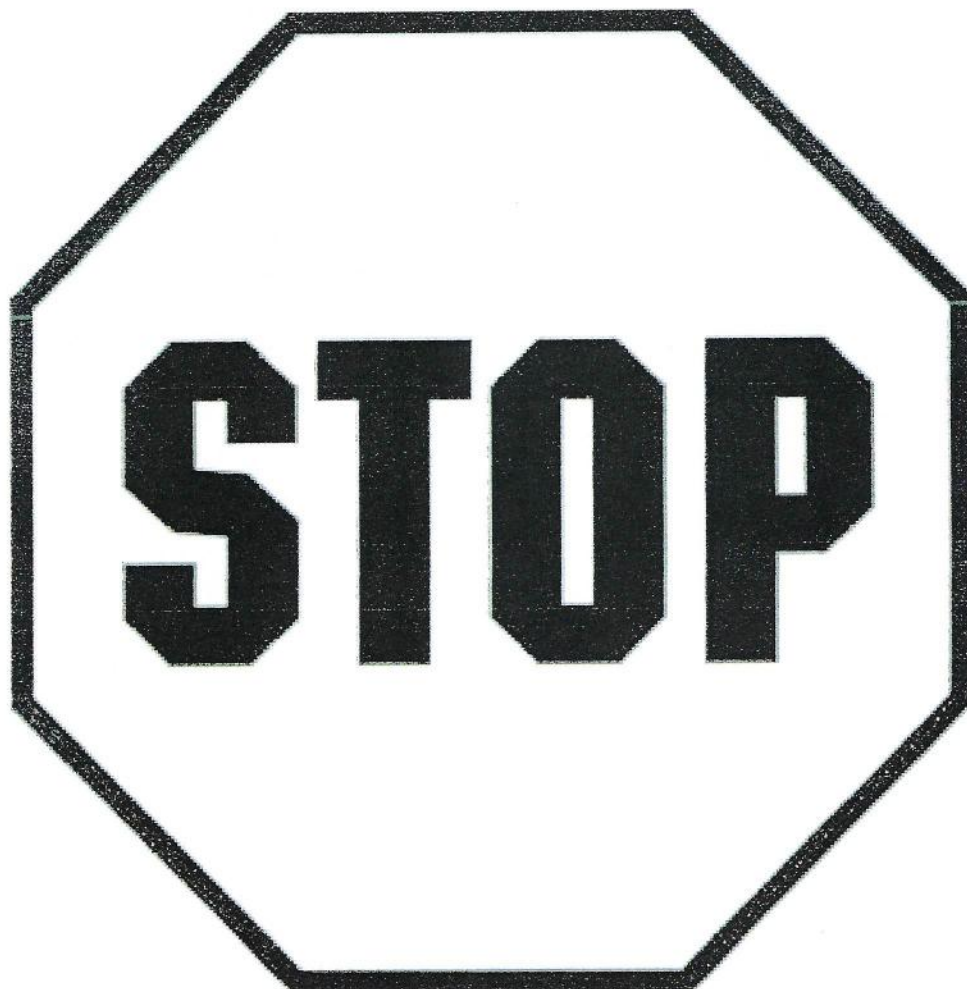
S1.2



Assessment for Common Core Mathematics Standards Grade 1

END OF ASSESSMENT

GRADE 1



Student Name Key _____ E T₁ T₂ T₃ T₄

School Year 20____ - 20____

Teacher _____

First Grade Mathematics Common Core Assessment

- Number Sense in Base Ten _____%
- Algebraic Thinking/Operations _____%
- Measurement _____%
- Data/Probability/Statistics _____%
- Geometry _____%

Assessment for Common Core Mathematics Standards Grade 1

Introduction: Summary of Goals

GRADE ONE

By the end of grade one, students learn to understand and use the concept of ones, tens, and one hundred in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and use visual discrimination to locate objects. They describe data and analyze to solve simple problems.

Assessment for Common Core Mathematics Standards Grade 1

Number Sense _____/49 _____%

1. Circle the number seventeen.

7 17 70 117

NS1.1

2. Write the numbers you would say as you count forward from 63:

63, 64, 65, 66, 67, 68, 69, 70

3. Fill in the missing symbols $<$ or $>$ or $=$.

4 $>$ 3 19 $=$ 19 23 $>$ 18 92 $>$ 84

NS1.2

4. Make up a number sentence that has the answer 8.

Answers will vary

___ + ___ = 8 ___ - ___ = 8

NS1.3

5. There are 10 sticks in each bundle.

- Write the number of sticks in group A.
- Write the number of sticks in group B.

A.

	<u>17</u>
---	-----------

B.

	<u>17</u>
---	-----------

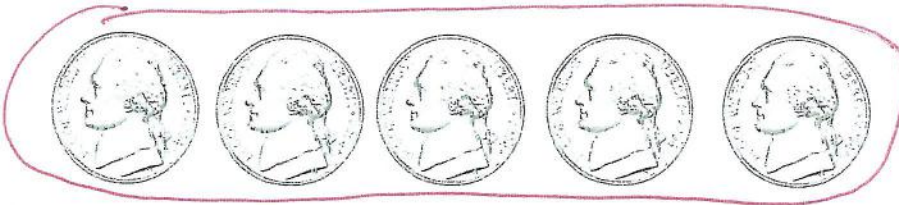
NS1.4

Assessment for Common Core Mathematics Standards Grade 1

Number Sense

6. Circle the group of coins that equals 25 cents.

NS1.5



7. Add and subtract

NS2.1

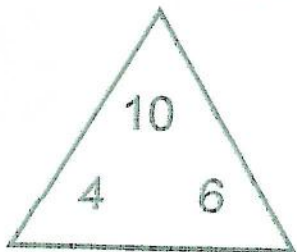
4	6	7	9
$\begin{array}{r} +1 \\ \hline 5 \end{array}$	$\begin{array}{r} +7 \\ \hline 13 \end{array}$	$\begin{array}{r} +9 \\ \hline 16 \end{array}$	$\begin{array}{r} +8 \\ \hline 17 \end{array}$

9	8	5	3
$\begin{array}{r} -2 \\ \hline 7 \end{array}$	$\begin{array}{r} -3 \\ \hline 5 \end{array}$	$\begin{array}{r} -2 \\ \hline 3 \end{array}$	$\begin{array}{r} -1 \\ \hline 2 \end{array}$

Assessment for Common Core Mathematics Standards Grade 1

Number Sense

8. Use the numbers in the triangle to make a fact family.



$$\underline{4} + \underline{6} = \underline{10}$$

$$\underline{6} + \underline{4} = \underline{10}$$

$$\underline{10} - \underline{4} = \underline{6}$$

$$\underline{10} - \underline{6} = \underline{4}$$

NS2.2

9. Write the answers:

A) One more than 38 = 39

B) Ten more than 60 = 70

C) One less than 27 = 26

NS2.3

10. Count on:

2, 4, 6, 8, 10, 12, 14, 16, 18

5, 10, 15, 20, 25, 30, 35, 40

NS2.4

Assessment for Common Core Mathematics Standards Grade 1

Number Sense

9. Look at the example. What number is it? Write three other ways to make that number.

NS2.5



|||| ||||

Students need 3 of these.

$$5 + 5 = 10$$

$$1 + 9 = 10$$

$$3 + 7 = 10$$

$$0 + 10 = 10$$

$$4 + 6 = 10$$



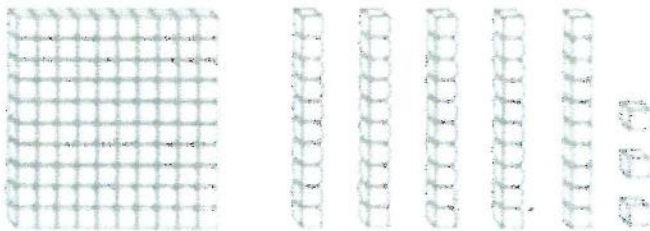
$$2 + 8 = 10$$



10. Write the number using hundreds, tens, and ones.

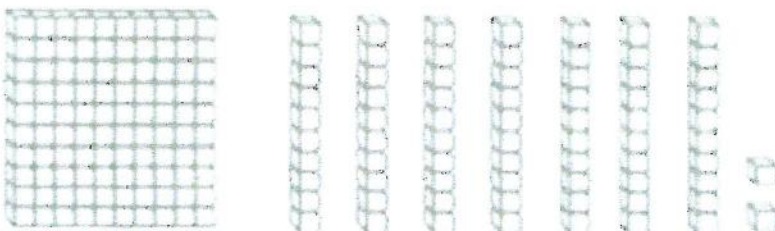
NS2.6

A.



153

B.



172

Assessment for Common Core Mathematics Standards Grade 1

Algebraic Functions & Operations _____/12 _____%

1. Use the build (manipulative), sketch (draw), and record (answer) method to solve the problems. Then write a sentence to answer the question.

AF1.1

- A. Jerry had 8 pencils. His brother gave him 4 more pencils. How many pencils does Jerry have now?

ooooooo oooo

$$\underline{8} \quad \boxed{+} \quad \underline{4} \quad \boxed{=} \quad \underline{12}$$

Jerry has 12 pencils.

- B. I had ten cupcakes, and I ate three of them. How many cupcakes do I have left?

oooooooo~~xxx~~

$$\underline{10} \quad \boxed{-} \quad \underline{3} \quad \boxed{=} \quad \underline{7}$$

I have 7 left.

Assessment for Common Core Mathematics Standards Grade 1

Algebraic Functions & Operations

2. Fill in $+$ or $-$ to make the number sentence true:

AF1.2

A. $5 \underline{+} 3 = 8$

B. $5 \underline{-} 3 = 2$

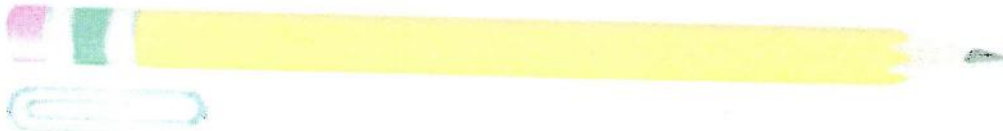
C. $3 \underline{+} 4 = 7$

D. $7 \underline{-} 2 = 5$

Assessment for Common Core Mathematics Standards Grade 1

Measurement _____/5 _____%

1.



MG1.1

About how many paper clips long is the pencil?

- five paper clips seven paper clips nine papers clips

2. Circle the answer. Is 10:30 a.m. before or after you eat lunch?

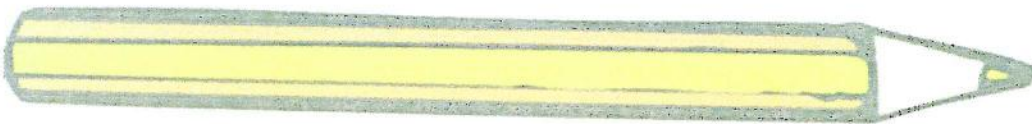
after

before

M1.2

3. How long is the pencil in inches? 7 inches

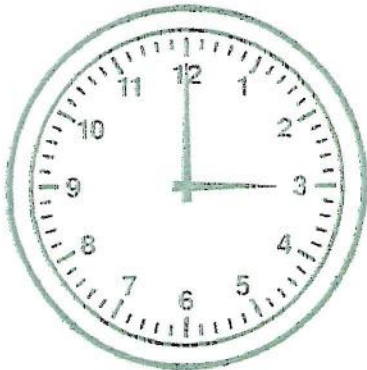
MG1.3



Assessment for Common Core Mathematics Standards Grade 1

Measurement

4.



What time is it?

12:3 3:00

3:12 12:15

MG1.4

5.



What time is it?

10:30 6:9

9:6 9:30

MG1.4

Assessment for Common Core Mathematics Standards Grade 1

Geometry _____/15 _____%

1. Write the letter of the correct answer next to the shape.

MG2.1

A



F



A. cube

B. cylinder

C. hexagon

D. octagon

E. parallelogram

F. pentagon

G. pyramid

H. rectangular prism

I. rhombus

J. sphere

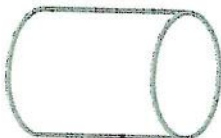
D



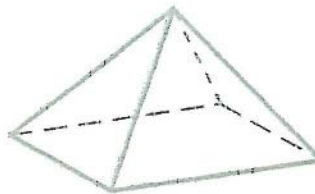
I



B



G



H



J



C



E



Assessment for Common Core Mathematics Standards Grade 1

Geometry

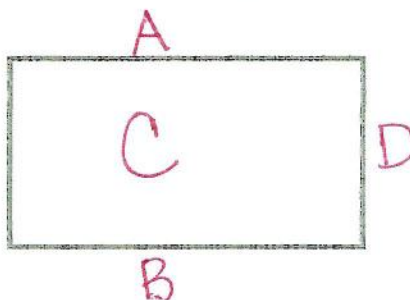
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MG2.2



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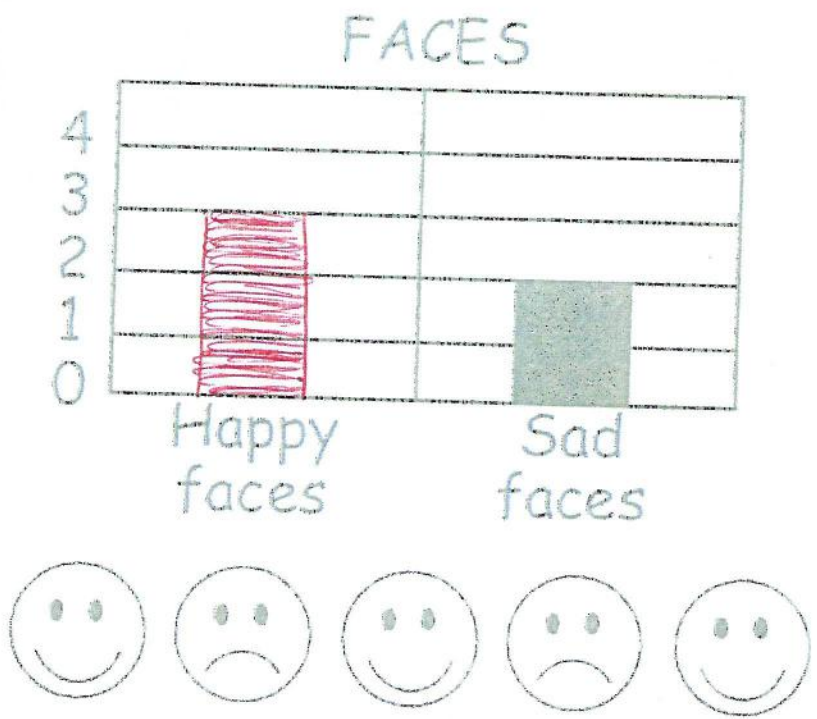


Assessment for Common Core Mathematics Standards Grade 1

Statistics, Data, and Probability _____/5 _____%

s1.1

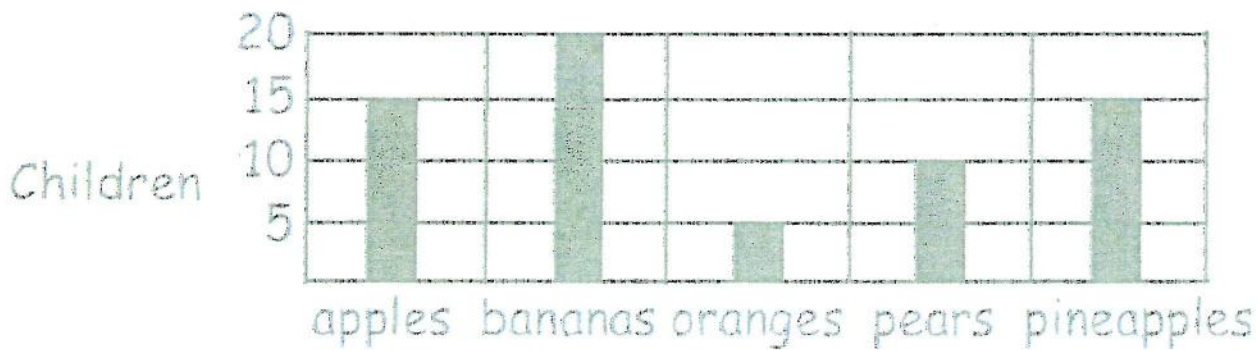
1. This graph shows how many sad faces there are. Draw a bar on the graph to show how many happy faces there are:



Assessment for Common Core Mathematics Standards Grade 1

Statistics, Data, and Probability

2. This graph shows which fruit children like.



- A. How many children like apples? 15
- B. Which fruit do the most children like? bananas
- C. Which fruit do the fewest children like? oranges

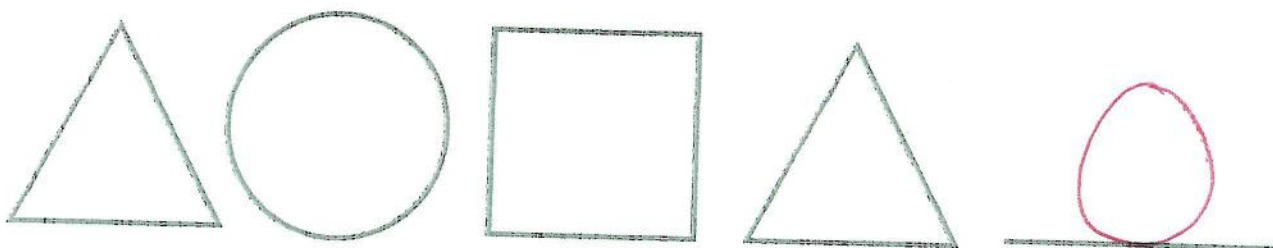
S1.2

Assessment for Common Core Mathematics Standards Grade 1

Statistics, Data, and Probability

3. Look at the pattern below determined by the first three objects. Finish the pattern.

S1.2



Assessment for Common Core Mathematics Standards Grade 1

END OF ASSESSMENT

GRADE 1

