

Grade One

First Quarter

Assessment

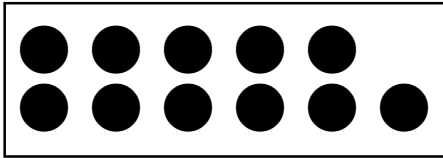
Component

Grade 1
End-First Quarter
Assessment Component

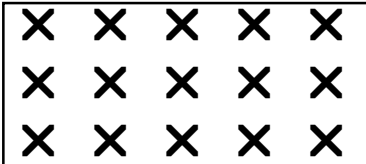
Student Name _____ Date _____

- 1.01 Develop number sense for whole numbers through 99.
 - a) Connect the model, number word, and number using a variety of representations.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

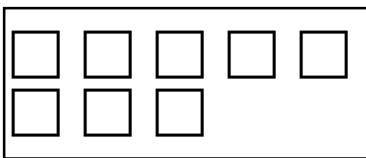
1. Match the model to the number.



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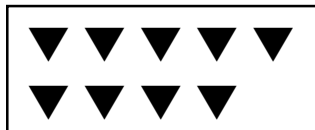


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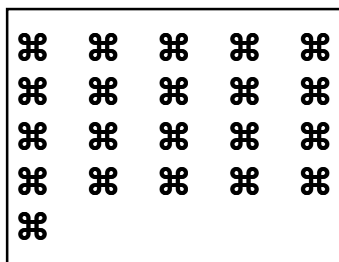


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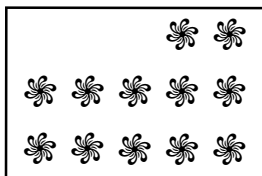
2. Match the model to the number.



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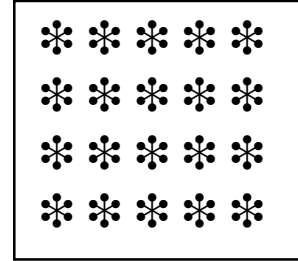
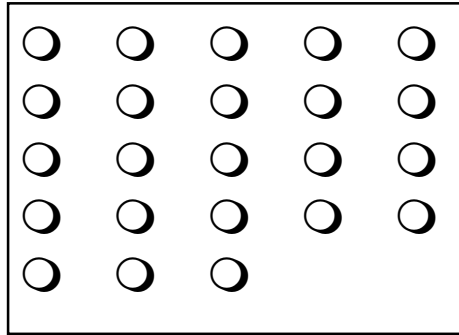
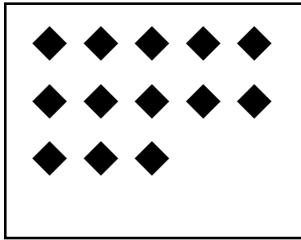


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- 1.01 Develop number sense for whole numbers through 99.
c) Read and write numbers.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.
- 3. Write the number that tells how many.



- 1.01 Develop number sense for whole numbers through 99.
c) Read and write numbers.
- 4. Read the number and draw that many circles.

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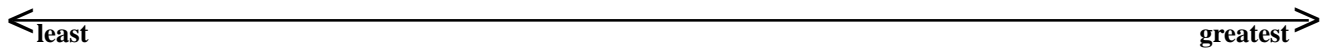
13

22

- 1.01 Develop number sense for whole numbers through 99.
 - d) Compare and order sets and numbers.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

5. Write the numbers on the line in order from **least** to **greatest**.

25 8 19



- 1.01 Develop number sense for whole numbers through 99.
 - g) Recognize equivalence in sets and numbers 1-99.
- 6. Look at the sets in each box.
 - Circle **equal** if the sets are equal.
 - Circle **not equal** if the sets are not equal.

equal not equal

equal not equal

equal not equal

- 1.01 Develop number sense for whole numbers through 99.
g) Recognize equivalence in sets and numbers 1-99.

7. Look at the numbers in each box.
Circle **equal** if the numbers are equal.
Circle **not equal** if the numbers are not equal.

9		11
	equal not equal	

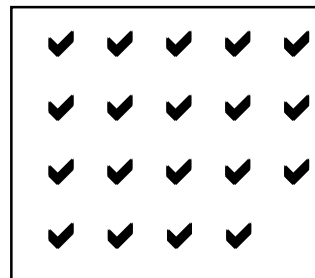
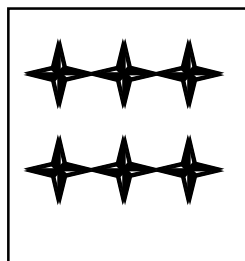
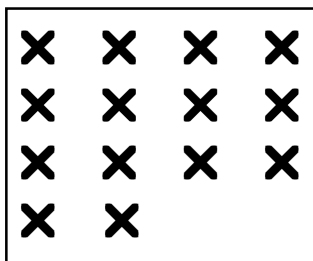
25		52
	equal not equal	

18		18
	equal not equal	

12		21
	equal not equal	

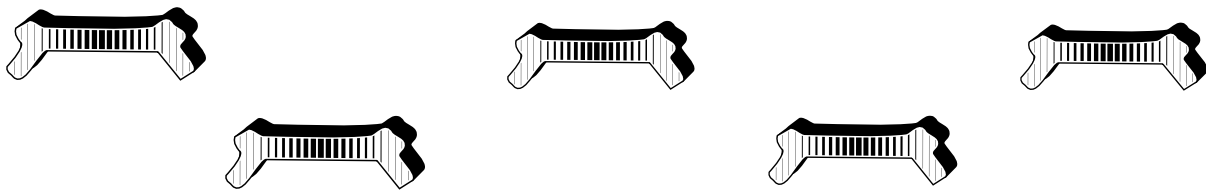
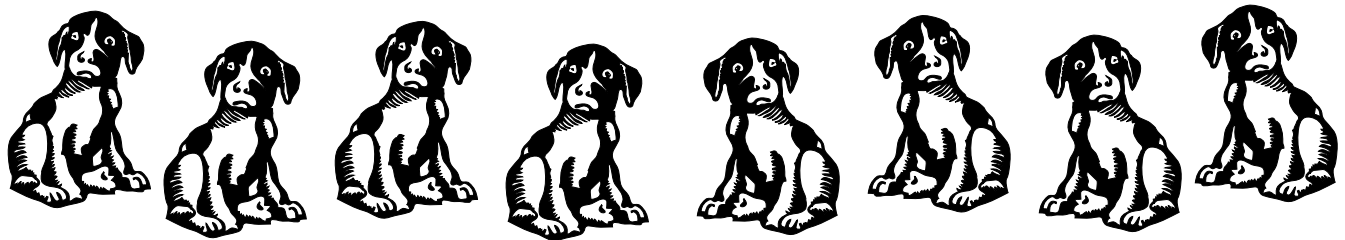
- 1.01 Develop number sense for whole numbers through 99.
d) Compare and order sets and numbers.
- 1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

8. Color the box with the **least** number of objects **blue**.
Color the box with the **greatest** number of objects **red**.

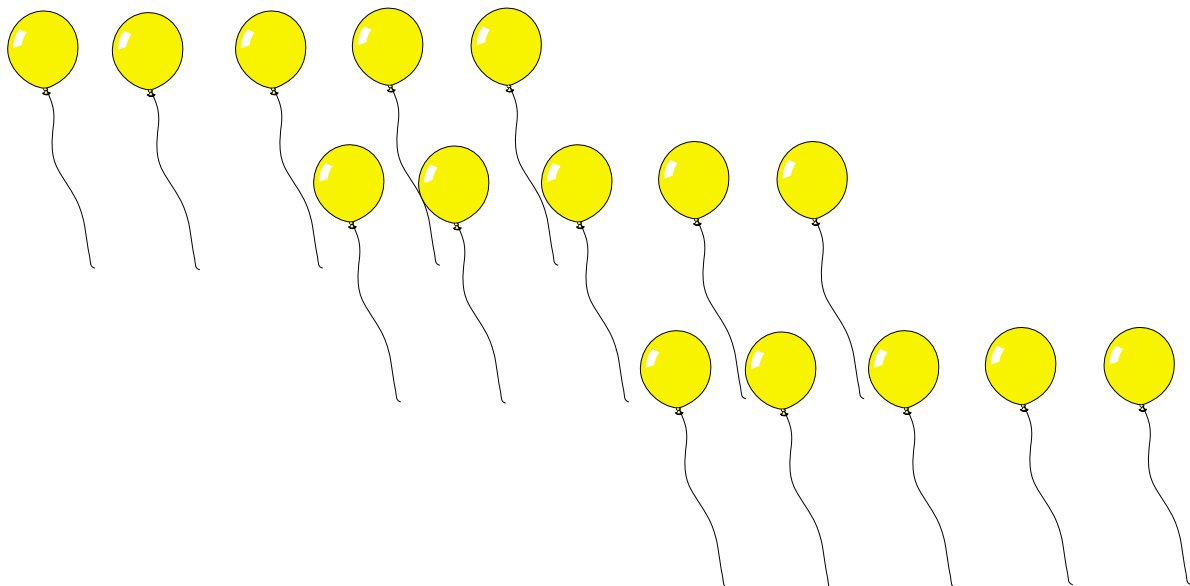


- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

9. There are eight dogs and five bones.
 Each dog gets **one** bone.
 How many dogs do **not** get a bone? _____ dogs



10. Daniel has 15 balloons.
 Nine balloons are red and the rest are blue.
 How many blue balloons does Daniel have? _____ balloons



- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).
11. Max has eleven counters.
If Sue takes four counters,
how many counters will Max have?

Show your work. Explain with pictures words, or numbers.

Max will have _____ counters.

12. Lee has five baseball cards.
John also has five baseball cards.
If they put their baseball cards together, how many will they have?

Show your work. Explain with pictures words, or numbers.

They will have _____ baseball cards.

- 1.03 Develop fluency with single-digit addition and corresponding differences using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens.
- 1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

13. Amy had twelve pennies.
Her father gave her six more pennies.
How many pennies does Amy have now?

Show your work. Explain with pictures words, or numbers.

Amy has _____ pennies now.

5.03 Create and extend patterns, identify the pattern unit, and translate into other forms.

14. Finish this pattern:



15. Create an ABC pattern on the lines below:



