

Grade One

Second Quarter

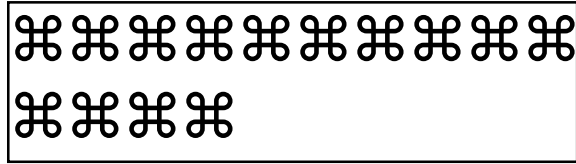
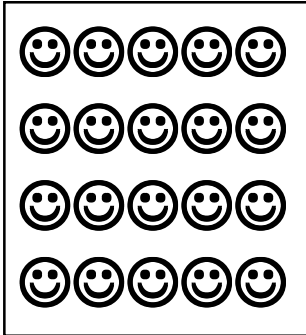
Assessment

Component

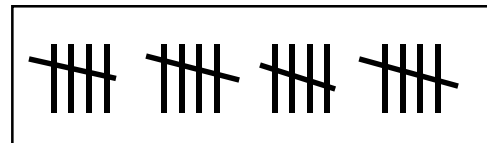
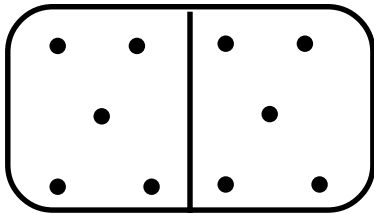
Grade 1
End-Second Quarter
Assessment Component

Student Name _____ Date _____

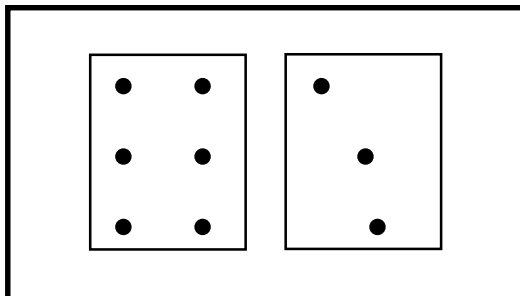
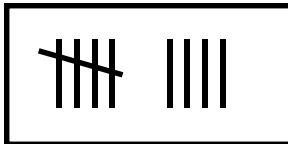
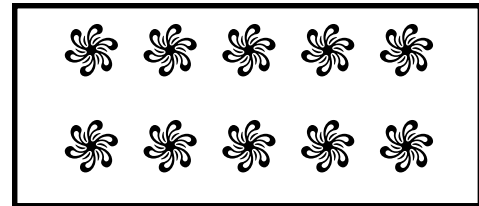
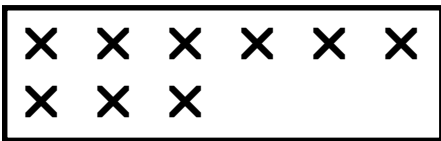
- 1.01 Develop number sense for whole numbers through 99.
 a) Connect the model, number word, and number using a variety of representations.
1. Use your yellow crayon to color each box that shows 20.



twenty



2. Use your yellow crayon to color each box that shows nine.



eight

- 1.01 Develop number sense for whole numbers through 99.
a) Connect the model, number word, and number using a variety of representations.
3. Draw a set of circles that matches the number in each box.

23

12

19

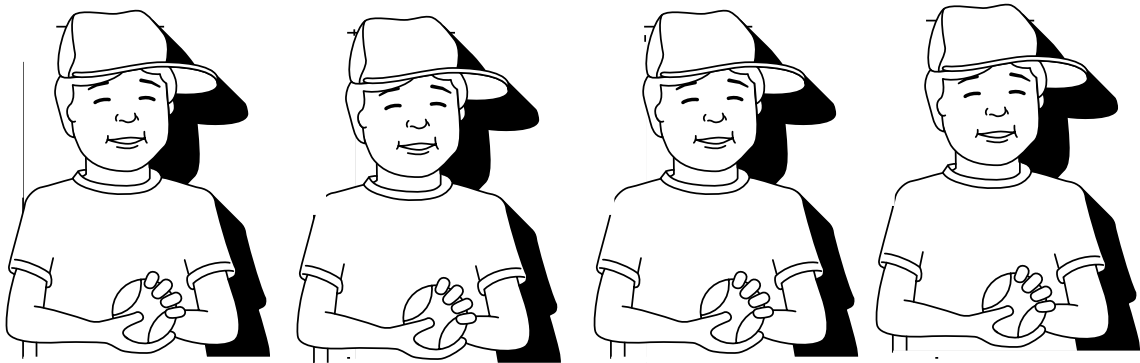
- 1.01 Develop number sense for whole numbers through 99.
d) Compare and order sets and numbers.
4. Circle the **smallest** number in each box.

15	33	19	28
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21	13	37	18
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42	26	38	50
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5. The baseball team has shirts with these numbers: 36, 19, 45, and 32.



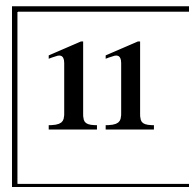
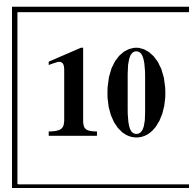
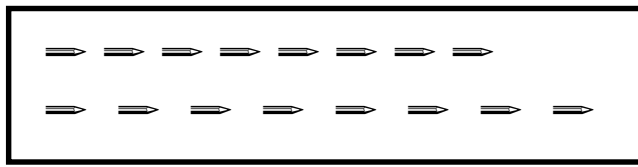
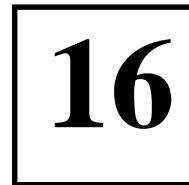
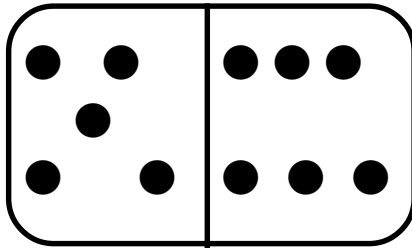
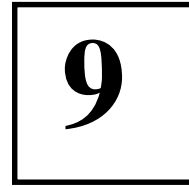
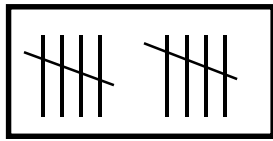
smallest

largest

Write the numbers on the shirts from smallest to largest.

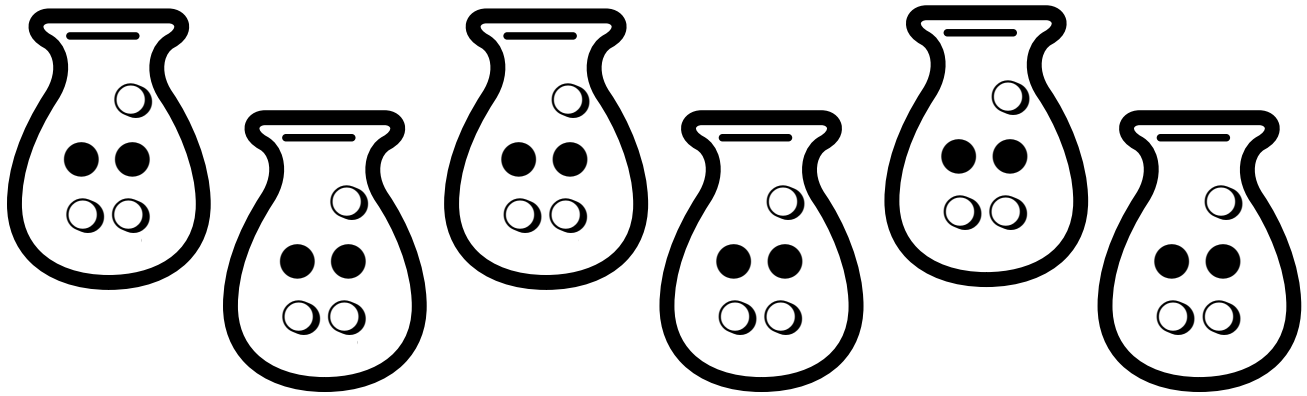
1.01 Develop number sense for whole numbers through 99.
g) Recognize equivalence in sets and numbers 1-99.

6. Match each set with the correct number.



1.02 Use groupings of 2's, 5's, and 10's with models and pictures to count collections of objects.

7. Giovanni has six bags of marbles.
There are five marbles in each bag.
How many marbles does Giovanni have?



_____ marbles

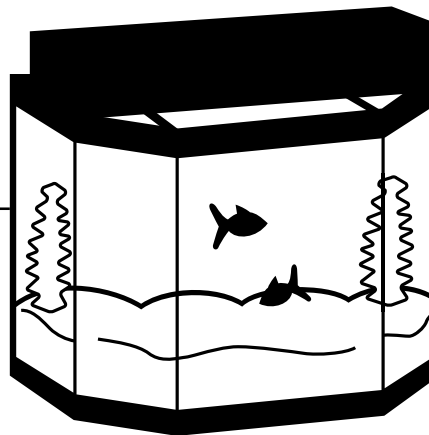
8. Mrs. Wade bought five boxes of new crayons.
There were ten crayons in each box.
How many new crayons does Mrs. Wade have?



_____ crayons

- 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. Robby has five fishbowls.
He puts two goldfish in each fishbowl.
How many goldfish does Robby have?



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

Robby has _____ goldfish.

- 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).
10. When you add Zach's and Riya's ages together you get ten.
Zach is seven years old. How old is Riya?

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

Riya is _____ years old.

- 2.02 Develop an understanding of the concept of time.
b) Solve problems involving applications of time (clock and calendar).
11. Pretend today is Wednesday, November 16.
Haley is having a party on Saturday.
What is the date of Haley's party?

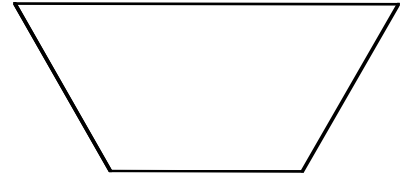
November						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

The date of Haley's party is _____.

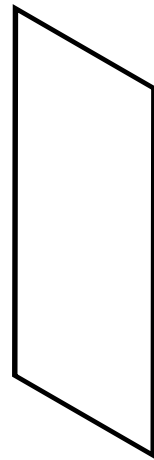
3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.

12. Draw lines to match each shape with the correct name.

square

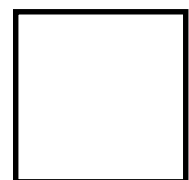
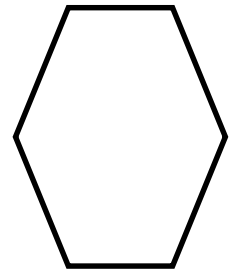


trapezoid



parallelogram

hexagon



3.02 Identify, build, and name cylinders, cones, and rectangular prisms.

13. **Circle** the name of the shape that answers the question.

Susan's mother bought a box of tissues.

What shape would this box be?

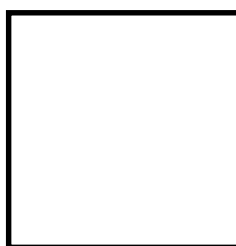
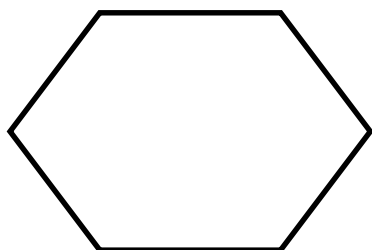
sphere

cone

rectangular prism

3.03 Compare and contrast geometric figures.

14. Look at these two shapes.

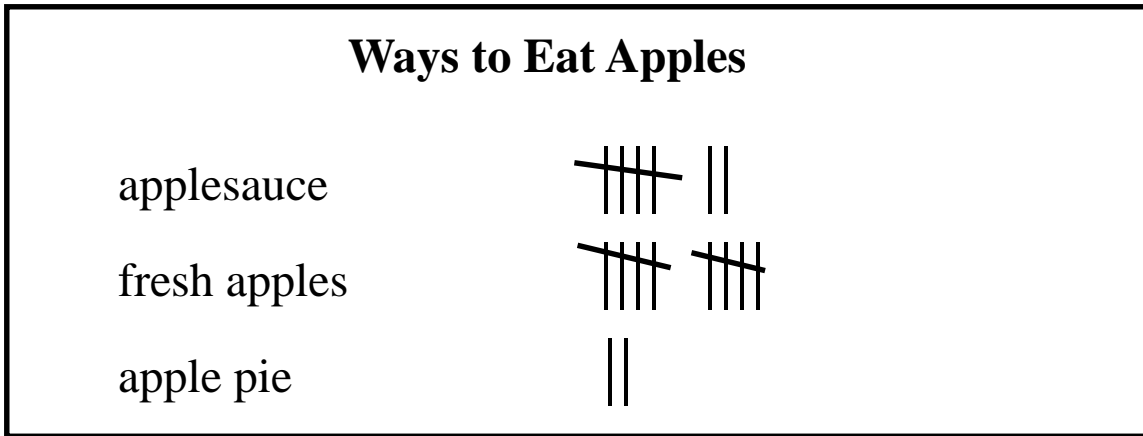


How are these shapes alike?

How are these shapes different?

4.01 Collect, organize, describe and display data using line plots and tallies.

15. Mrs. Gordon asked her students about their favorite way to eat apples. This is the data she collected.



Which way did **most** of the students choose? _____

How many students liked applesauce **best**? _____

What was the **least** favorite way to eat apples? _____

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

16. Look at this pattern.
Translate (change) this pattern using letters, numbers or words.

