

This Mathematics book is the work of \_\_\_\_\_

Grade 1  
Year-End Assessment  
Mathematics Form AA

Teacher Name
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School Name
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Student ID Number
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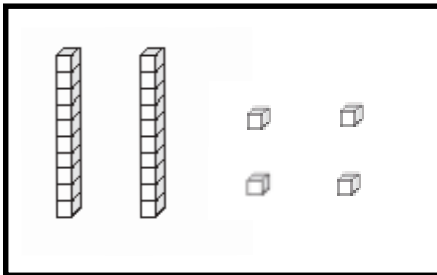
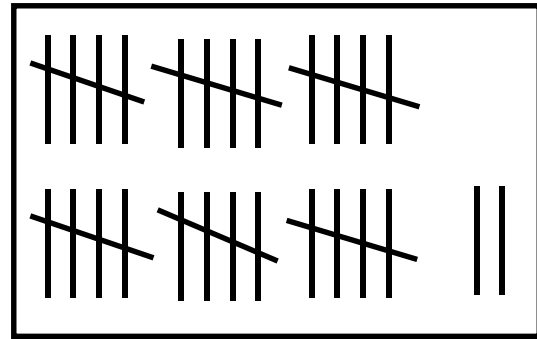
- 1.01 Develop number sense for whole numbers through 99.
- a) Connect the model, number word, and number using a variety of representations.
  - c) Read and write numbers.
  - e) Build understanding of place value (ones, tens).
  - g) Recognize equivalence in sets and numbers 1-99.

*The teacher reads all directions aloud. Students work on their own. The teacher may reread directions as many times as necessary but not coach or teach a student how to do an item.*

1. Look at the boxes below.

Use your **yellow crayon** to color the boxes that show 42.

**forty-two**



**4 dimes 2 pennies**

**$10 + 10 + 10 + 2$**

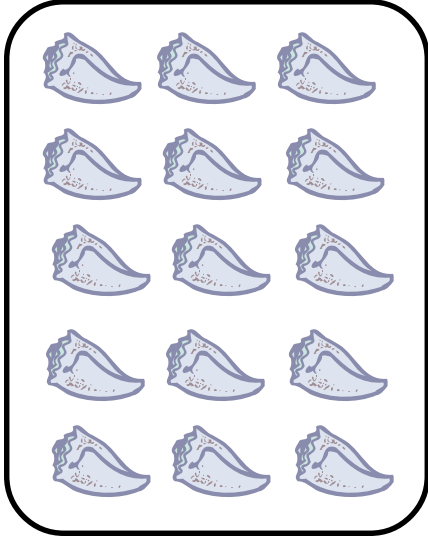
**4 tens  
2 ones**

**$32 + 10$**

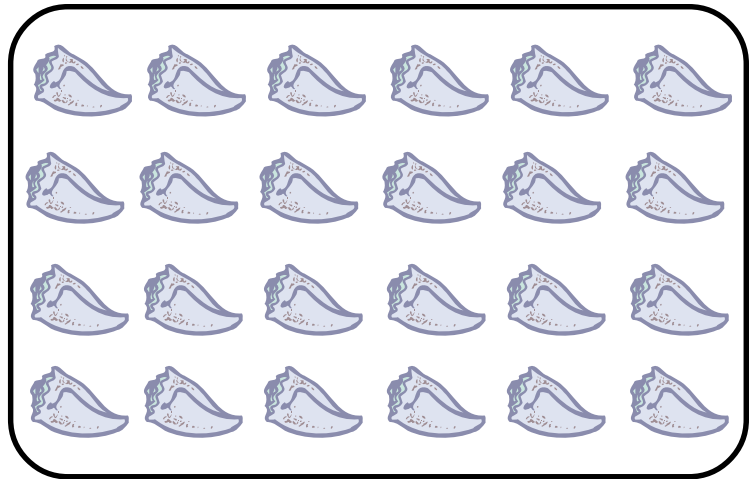
- 1.01 Develop number sense for whole numbers through 99.  
 e) Build understanding of place value (ones, tens).

2. Tory and Jeff collected seashells at the beach.

Tory has:



Jeff has:



How many groups of 10 does Tory have? \_\_\_\_\_

How many groups of 10 does Jeff have? \_\_\_\_\_

If Tory and Jeff combine their shells,  
 how many do they have together? \_\_\_\_\_

- 1.01 Develop number sense for whole numbers through 99.  
a) Connect the model, number word, and number using a variety of representations.
- 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.

3. Show this number in **three different** ways.

<b>10</b>
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4. Show this number in **three different** ways.

<b>17</b>
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- 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).

5. Ivan had 9 toy cars.  
He got 6 more cars from his brother.  
Later he bought 7 new cars.  
How many cars are in his collection now?

Show your work with pictures, words, or numbers.

Ivan has \_\_\_\_\_ toy cars now.

6. Frances has a bag of 19 marbles. If she loses 12 marbles, how many marbles will she have?

Show your work with pictures, words, or numbers.

Frances will have \_\_\_\_\_ marbles.

- 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).

7. Jordan has some pennies in her pocket.  
She spent 8 pennies in the store.  
Now she has 9 pennies.  
How many pennies were in her pocket on the way to the store?

Show your work with pictures, words, or numbers.

Jordan had \_\_\_\_\_ pennies in her pocket on the way to the store.

8. Mom has 21 strawberries to share equally with Sam, Paul, and Joe. How many strawberries will each child get?

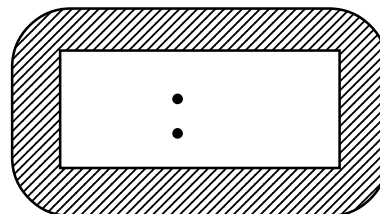
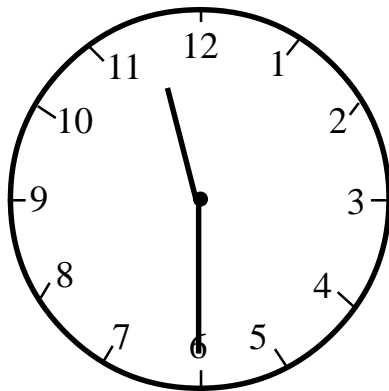
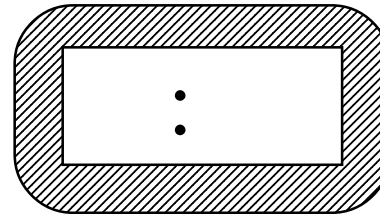
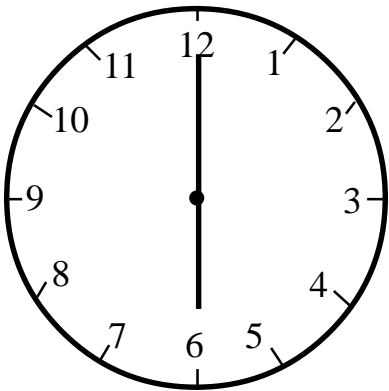
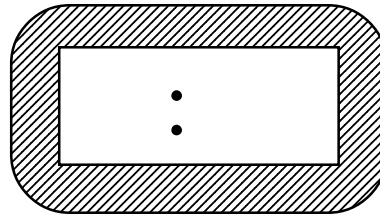
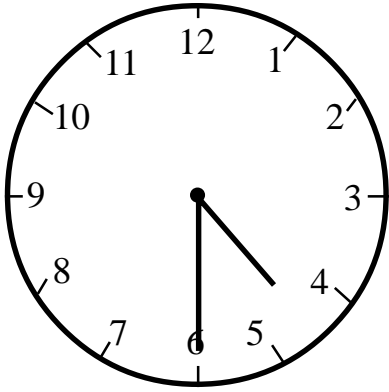
Show your work with pictures, words, or numbers.



Each child will get \_\_\_\_\_ strawberries.

- 2.02 Develop an understanding of the concept of time.  
 a) Tell time at the hour and half-hour.

9. Write the time shown on these clocks.



- 2.02 Develop an understanding of the concept of time.  
 b) Solve problems involving applications of time (clock and calendar).

10. Complete the calendar for March.

March						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
			1	2	3	4
		7		9		
			15			
		21		23		25
	27				31	

11. If today is the 21st, what day of the week was yesterday?

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12. Joshua is going to visit his grandma in 5 days. If today is the 21st, what day of the week will he see his grandma?

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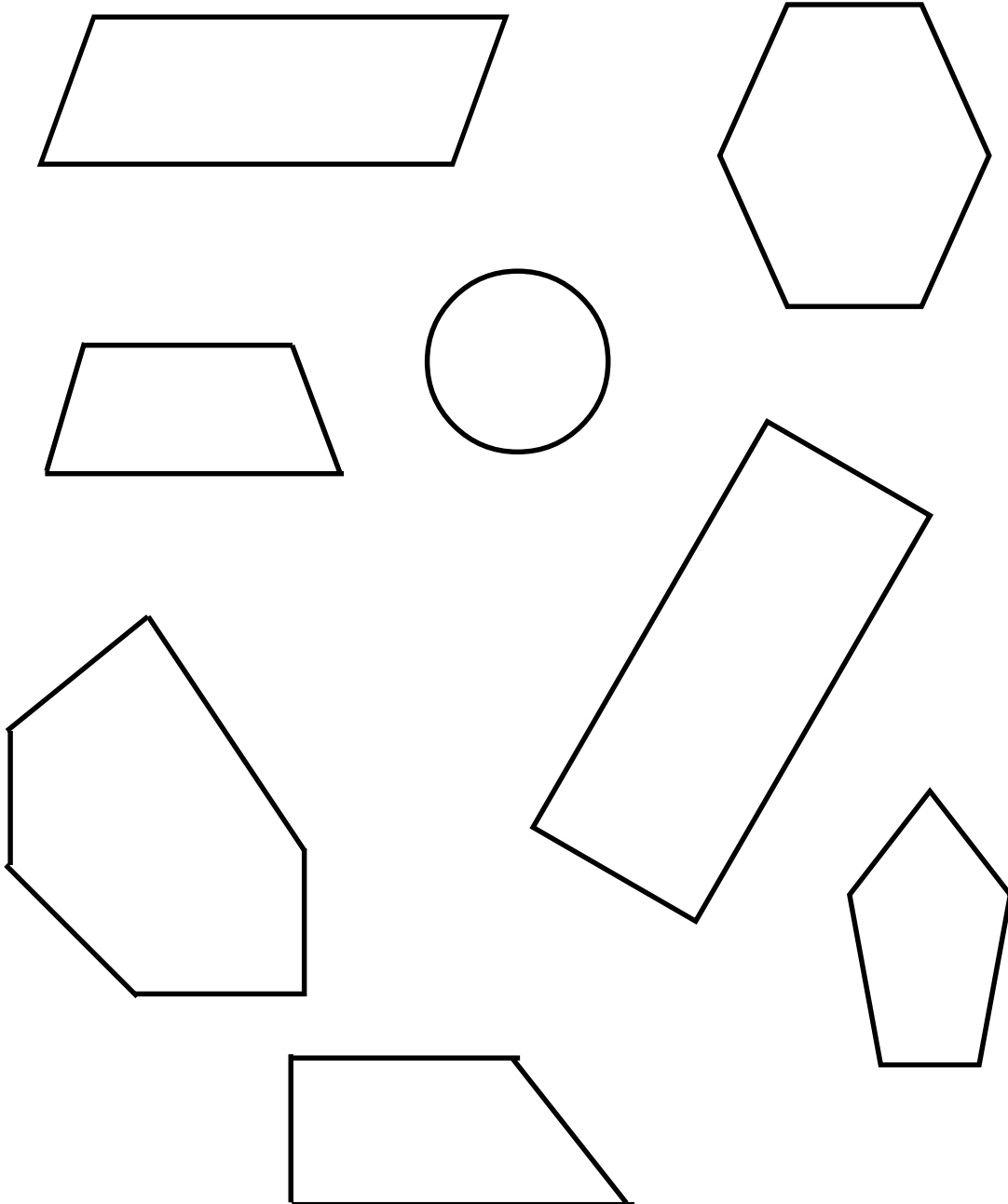
3.01 Identify, build, draw and name parallelograms, squares, trapezoids, and hexagons.

13. Look at the shapes.

Use a **yellow** crayon to color the **parallelograms**.

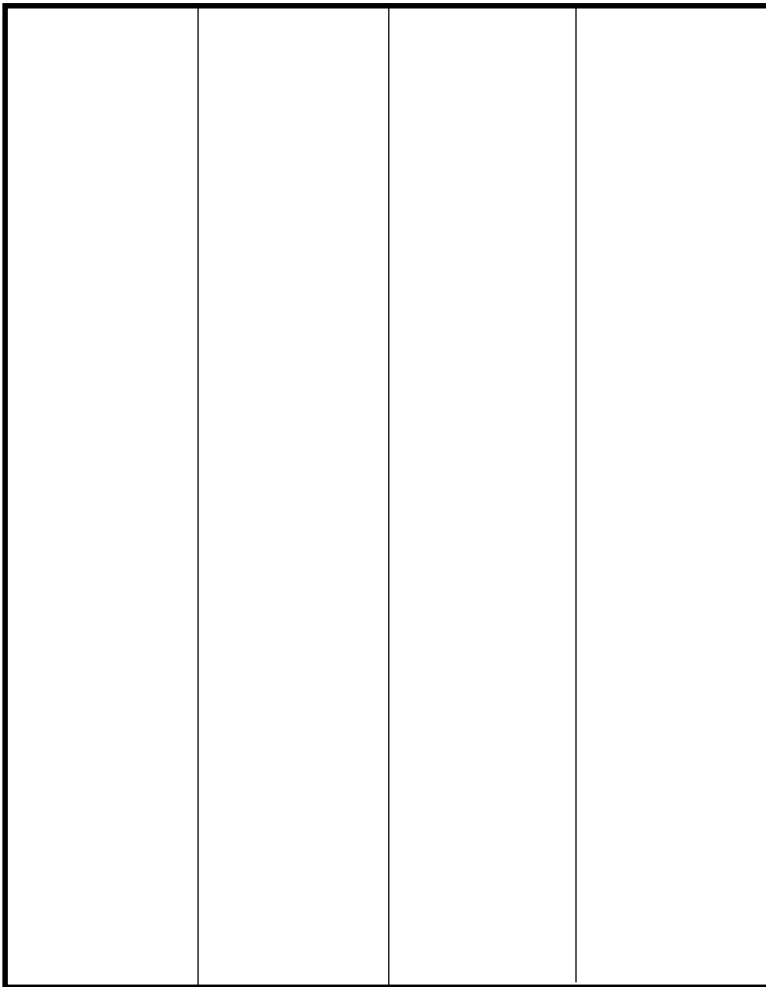
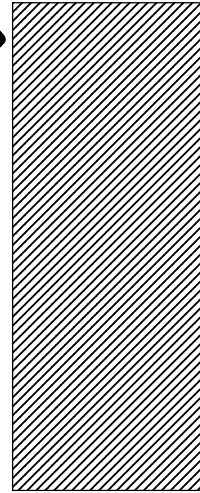
Use a **green** crayon to color the **trapezoids**.

Use a **blue** crayon to color the **hexagons**.



- 2.01 For given objects:  
b) Develop strategies to estimate size.
- 3.04 Solve problems involving spatial visualization.

14. Estimate how many shapes like this will fit in the grid without overlapping.



My estimate is \_\_\_\_\_.

4.02 Describe events as certain, impossible, more likely or less likely to occur.

15. Circle the answer to each question.

(a) Which is **more likely** to happen?

A dog will bark.    or    It will snow in the summer.

(b) Which is **less likely** to happen?

A bird builds a nest.    or    It will rain in our classroom.

(c) Which is **certain** to happen?

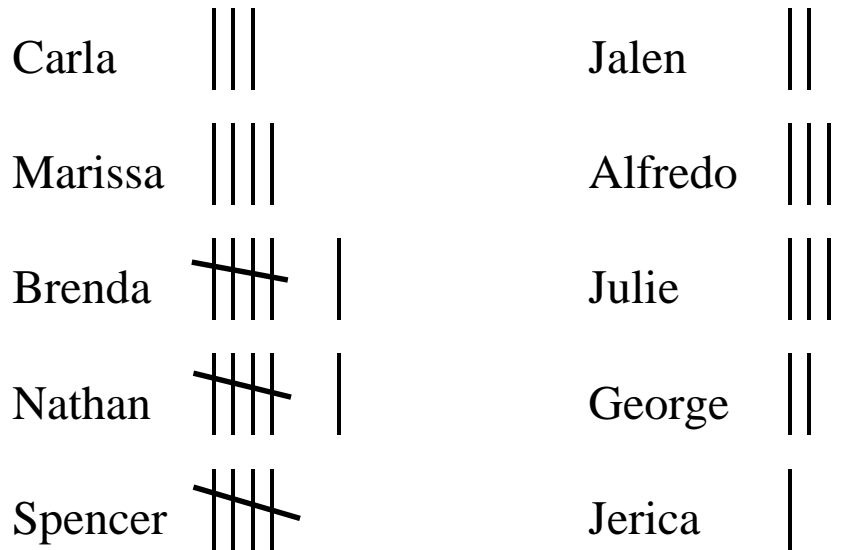
August will follow July.    or    It will rain on Saturday.

(d) Which is **impossible**?

A giraffe will come to school today.    or    A library has books.

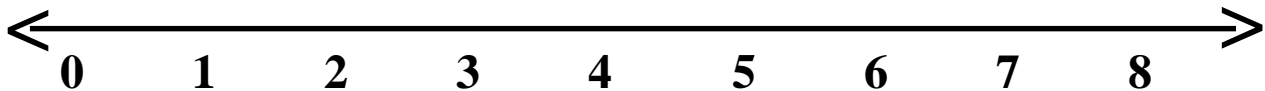
4.01 Collect, organize, describe and display data using line plots and tallies.

16. Mr. Gibson's class counted the buttons they had on their jackets. This is what they reported:



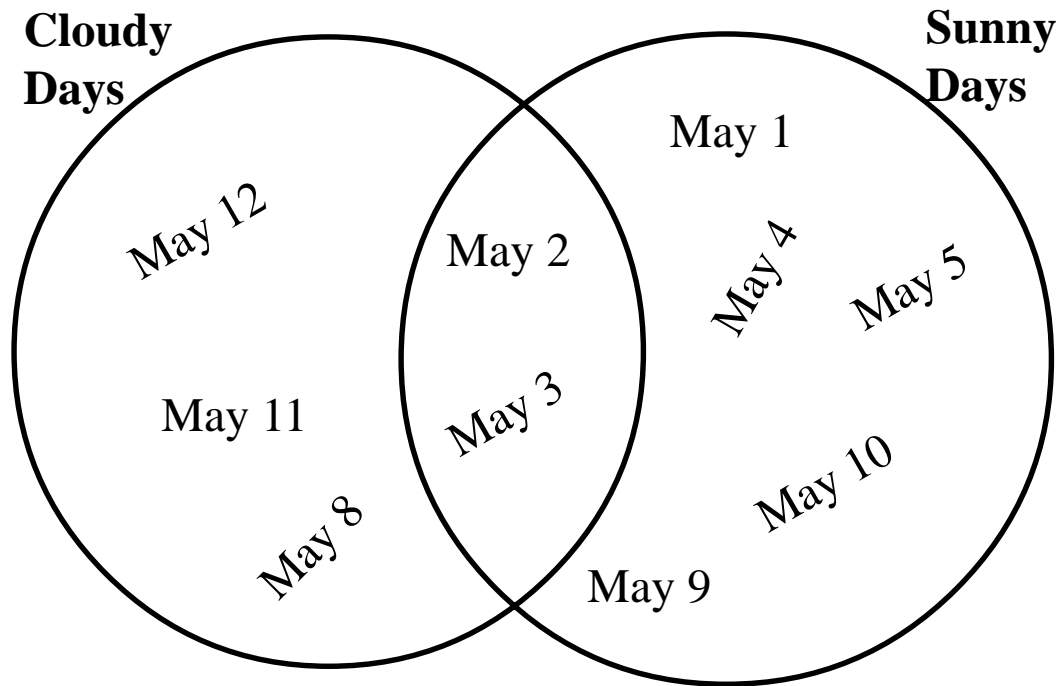
Make a line plot to show the buttons in Mr. Gibson's class.

### Our Buttons



5.02 Use Venn diagrams to illustrate similarities and differences in two sets.

17. Mrs. Burke's class made a Venn diagram to show the weather at school each day for two weeks. This is the diagram they made.



How many days were cloudy? \_\_\_\_\_

How many days were sunny? \_\_\_\_\_

How many days were **both** sunny and cloudy? \_\_\_\_\_


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

18. Look at this pattern:



Circle the pattern unit.

If this pattern continues what will the 17th shape be?

a  ?

a  ?

a  ?

Circle your answer.

