

This Mathematics book is the work of _____

Grade 1
Year-End Assessment
Mathematics Form BB

Teacher Name

School Name

Student ID Number

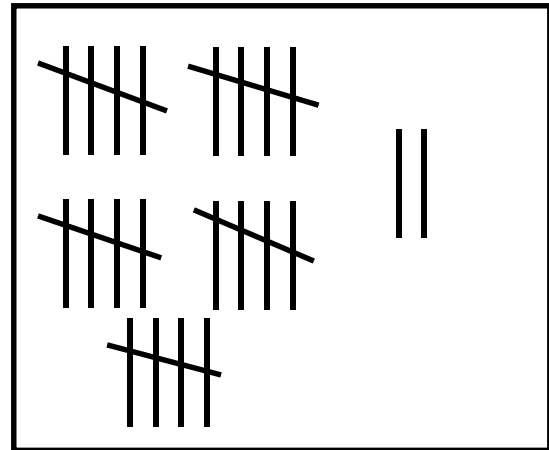
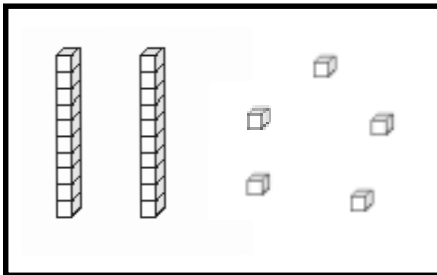
- 1.01 Develop number sense for whole numbers through 99.
- Connect the model, number word, and number using a variety of representations.
 - Read and write numbers.
 - Build understanding of place value (ones, tens).
 - Recognize equivalence in sets and numbers 1-99.

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 57.

fifty-seven



5 dimes 7 pennies

$$10 + 10 + 10 + 10 + 10 + 5 + 2$$

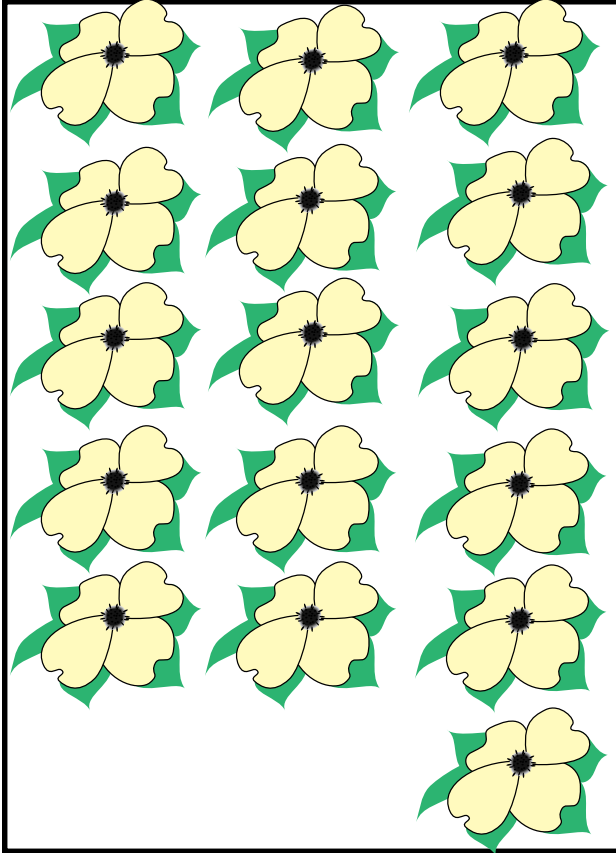
**one more
than 56**

**7 tens
5 ones**

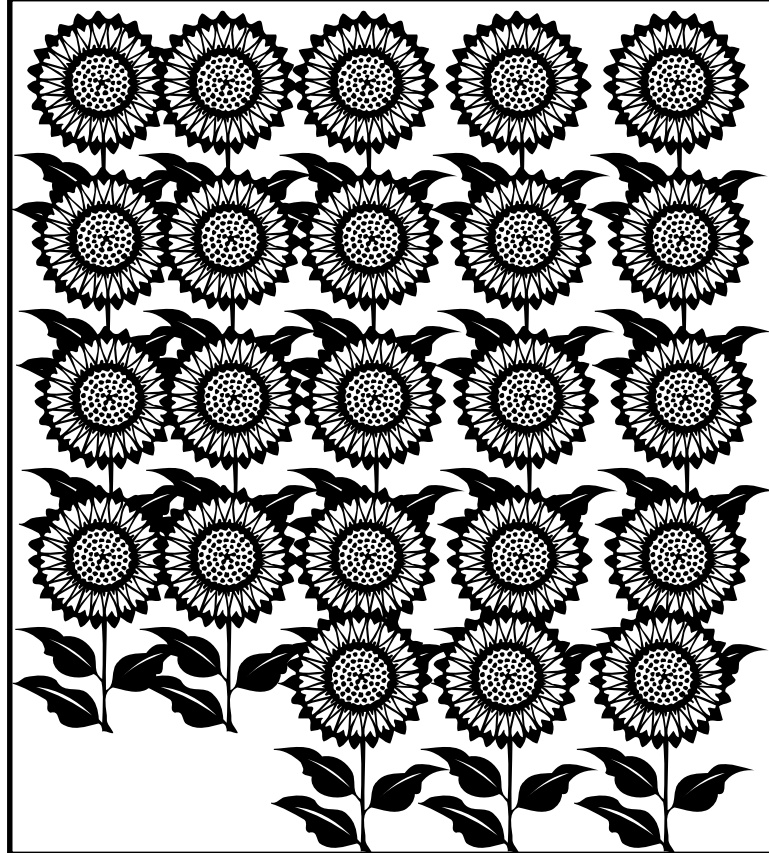
- 1.01 Develop number sense for whole numbers through 99.
 e) Build understanding of place value (ones, tens).

2. Sara and Rickie picked flowers.

Sara picked:



Rickie picked:



How many groups of 10 did Sara pick? _____

How many groups of 10 did Rickie pick? _____

If Sara and Rickie put all their flowers together,
 how many will they have? _____

- 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 these numbers in **three different** ways.

9

4. Show these numbers in **three different** ways.

18

- 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. Tasha went to the toy store.
She saw 8 dolls on the top shelf,
5 on the middle shelf, and
7 on the bottom shelf.
How many dolls did Tasha see?

Show your work with pictures, words, or numbers.

Tasha saw _____ dolls.

1.04 Create, model, and solve problems that use addition, subtraction, and fair shares (between two or three).

6. Marcus has 24 rocks in his rock collection.
He gave away 10 rocks.
How many rocks does he have now?

Show your work with pictures, words, or numbers.

Marcus has _____ rocks.

- 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. Haley had 18 pennies in her pocket.
She spent some pennies in the store.
Now she has 5 pennies.
How many pennies did she spend in the store?

Show your work with pictures, words, or numbers.

Haley spent _____ pennies at the store.

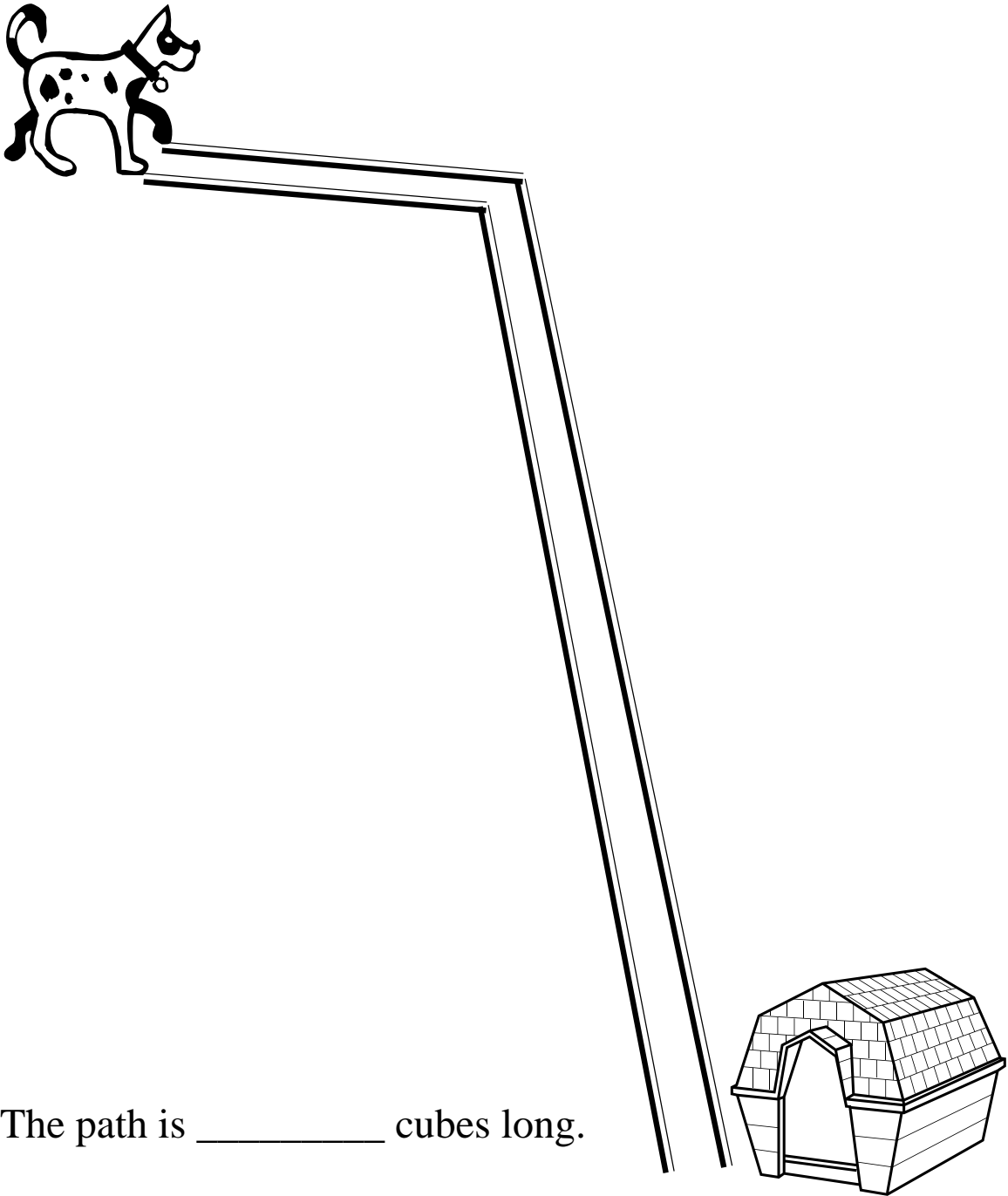
8. Mrs Brown has 18 pencils to share equally with Sara, Kaitlyn, and Alex. How many pencils will each child get?

Show your work with pictures, words, or numbers.



Each child will get _____ pencils.

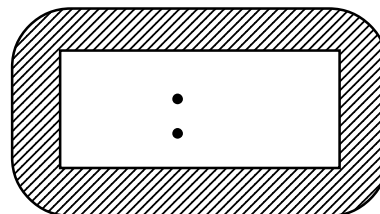
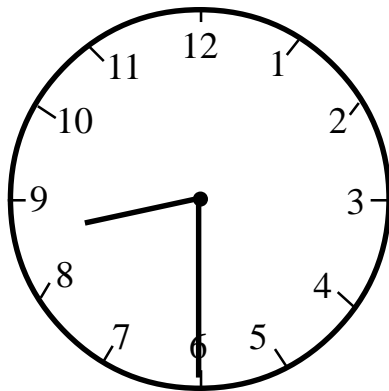
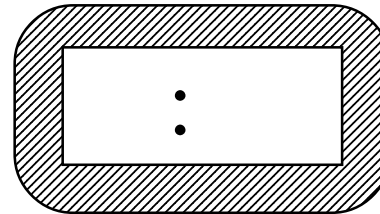
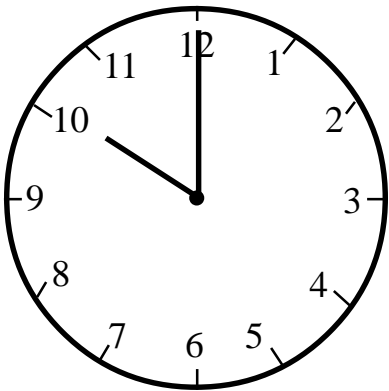
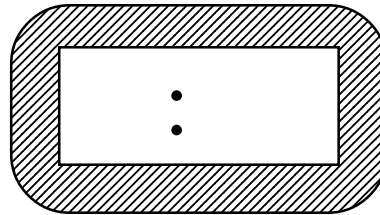
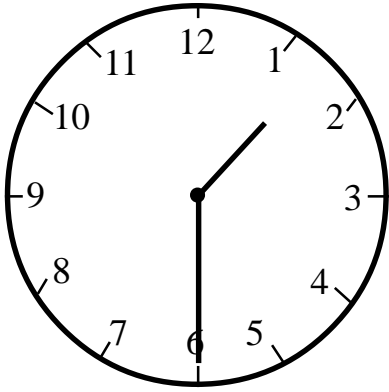
- 2.01 For given objects:
a) Select an attribute (length, capacity, mass) to measure (use non-standard units).
9. A dog named Spot takes this path to go to his doghouse.
Use connecting cubes to measure the path.



The path is _____ cubes long.

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

10. 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).

11. Complete the calendar for September.

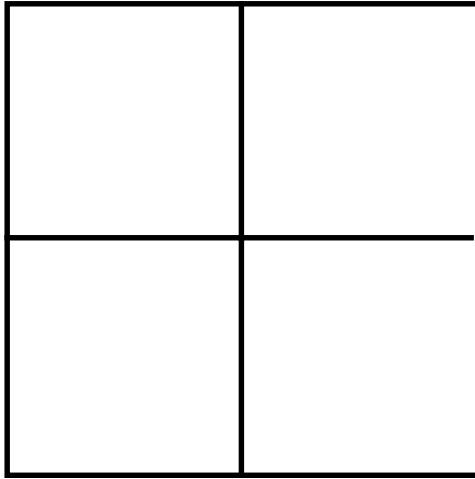
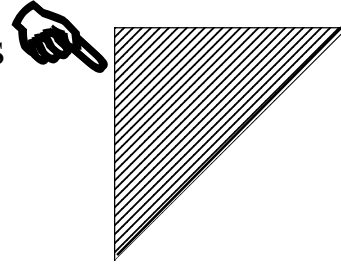
September						
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
	1	2			5	
		9				13
14					19	
	22					27
		30				

12. If today is the 9th, what day of the week was yesterday?

13. What is the date of the third Friday?

- 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 fish will walk. or A cat will meow.

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

It will snow in May. or A bird will fly.

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

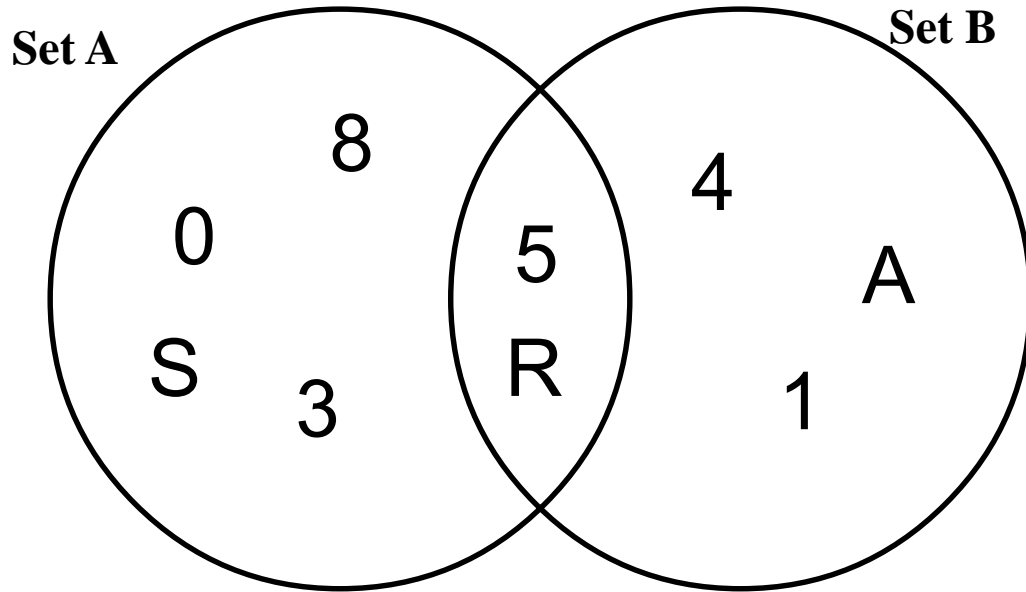
Tuesday comes after Monday. or It will rain Saturday.

(d) Which is **impossible**?

Children go to school. or A lion will cook your lunch.

- 5.01 Sort and classify objects by two attributes.
5.02 Use Venn diagrams to illustrate similarities and differences in two sets.

16. Ashley is sorting numbers and letters.

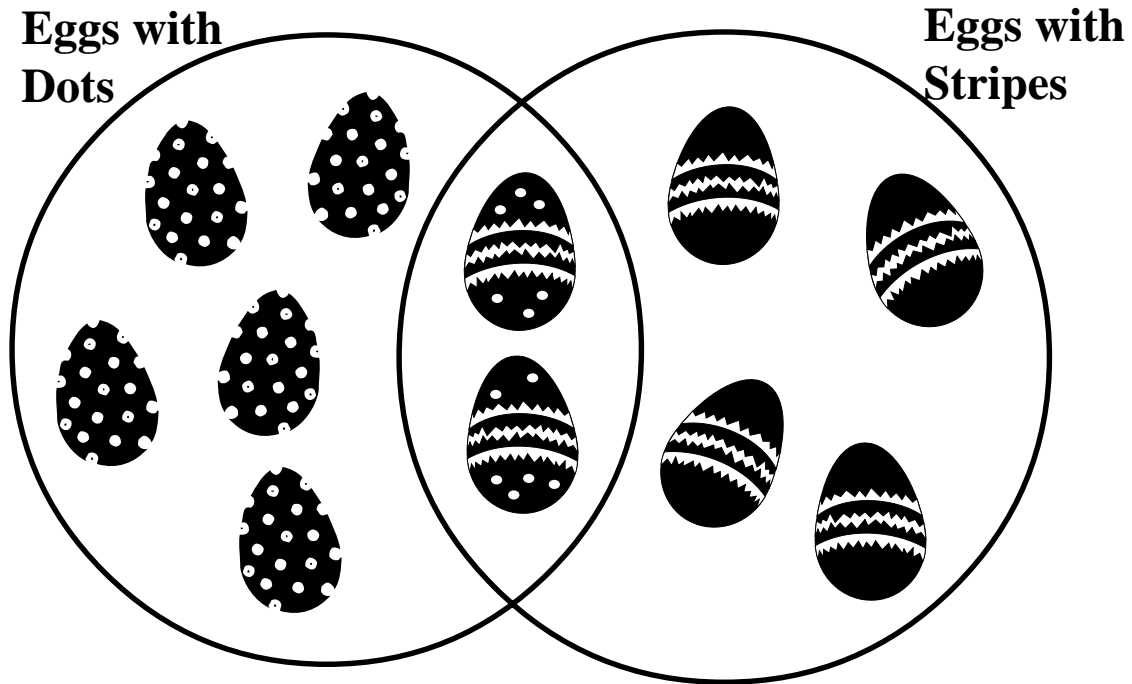


Draw lines to show where she should put these:

2 M 7 U

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

17. Mrs. Burke's class decorated eggs in art class. They made a Venn diagram to show the eggs they decorated. This is the diagram they made.



How many eggs have dots? _____

How many eggs have stripes? _____

How many eggs have **both** dots and stripes? _____

