

**Grade One**

**Third Quarter**

**Assessment**

**Component**



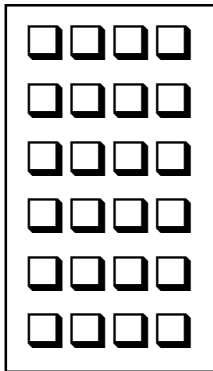
Grade 1  
End-Third Quarter  
Assessment Component

Student Name \_\_\_\_\_ Date \_\_\_\_\_

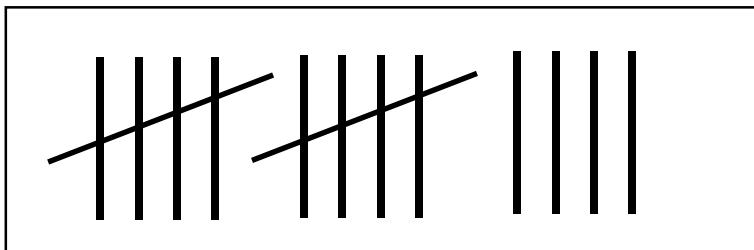
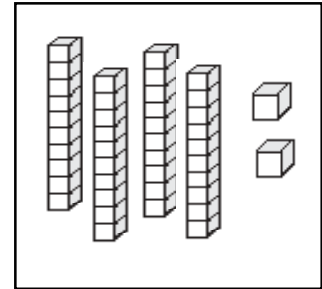


- 1.01 Develop number sense for whole numbers through 99.
- a) Connect the model, number word, and number using a variety of representations.
  - c) Read and write numbers.
  - e) Build understanding of place value (ones, tens).
  - g) Recognize equivalence in sets and numbers 1-99.

1. Look at the boxes below.  
Use your yellow crayon to color the boxes that show 24.



$$10 + 10 + 4$$

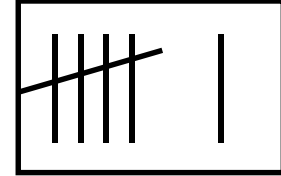
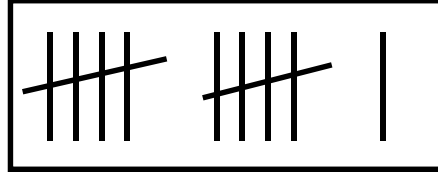
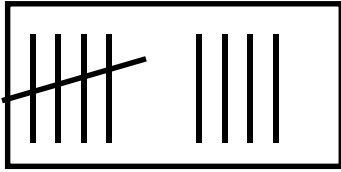


$$30 - 10$$

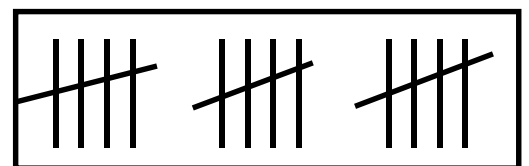
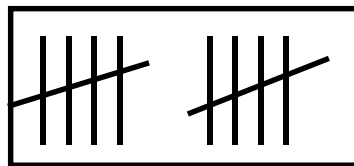
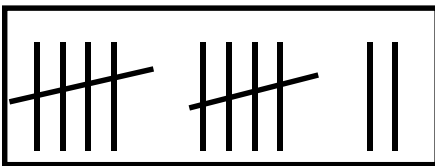
twenty-four

- 1.01 Develop number sense for whole numbers through 99.  
 d) Compare and order sets and numbers.

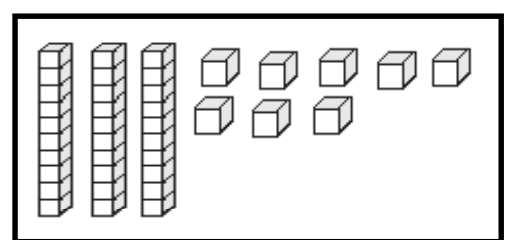
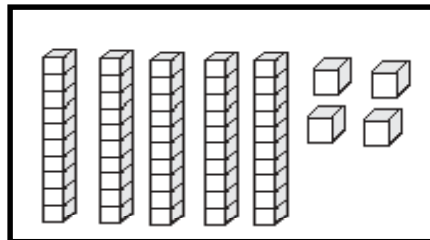
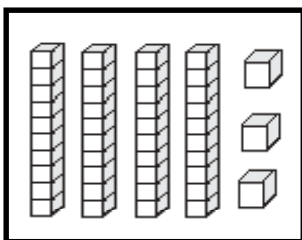
2. Look at this row. Circle the **largest** set of tally marks.



Look at this row. Circle the **smallest** set of tally marks.

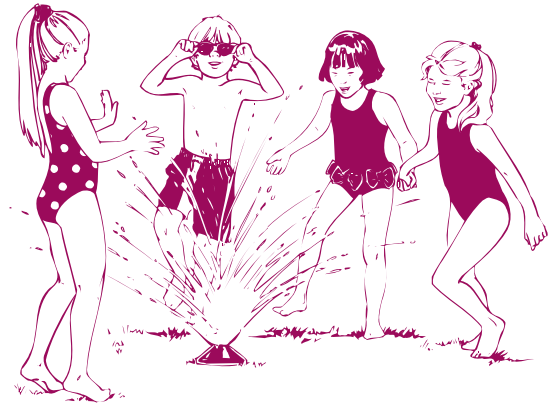
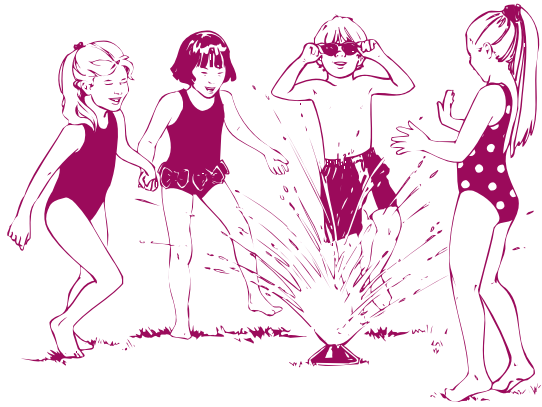


Look at this row. Circle the **largest** set.



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

3. Eight children are playing in the water.  
How many toes are playing in the water?



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

\_\_\_\_\_ toes are playing in the water.

- 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).

4. Henry has 11 marbles.  
Some are red and the rest are blue.  
Show one way some marbles could be red and some marbles could be blue.

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

5. Show a **different way** some could be red and the rest could be blue.

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

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

6. The teacher has 24 cookies to give to three students.  
How many cookies will each student get  
if they get equal shares?

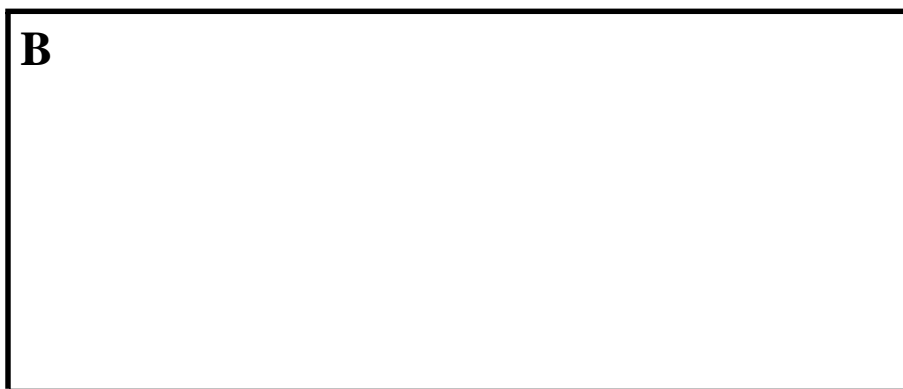
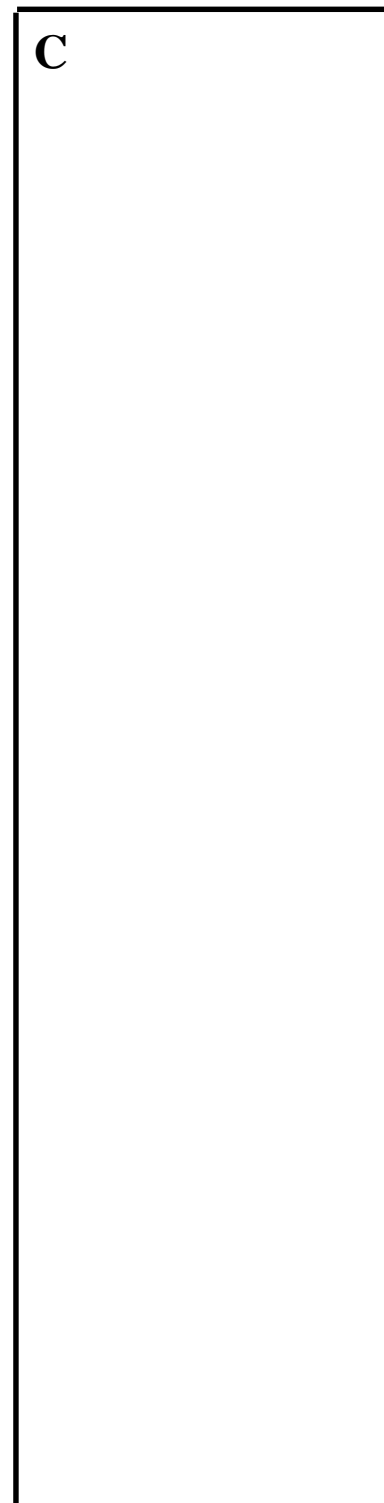
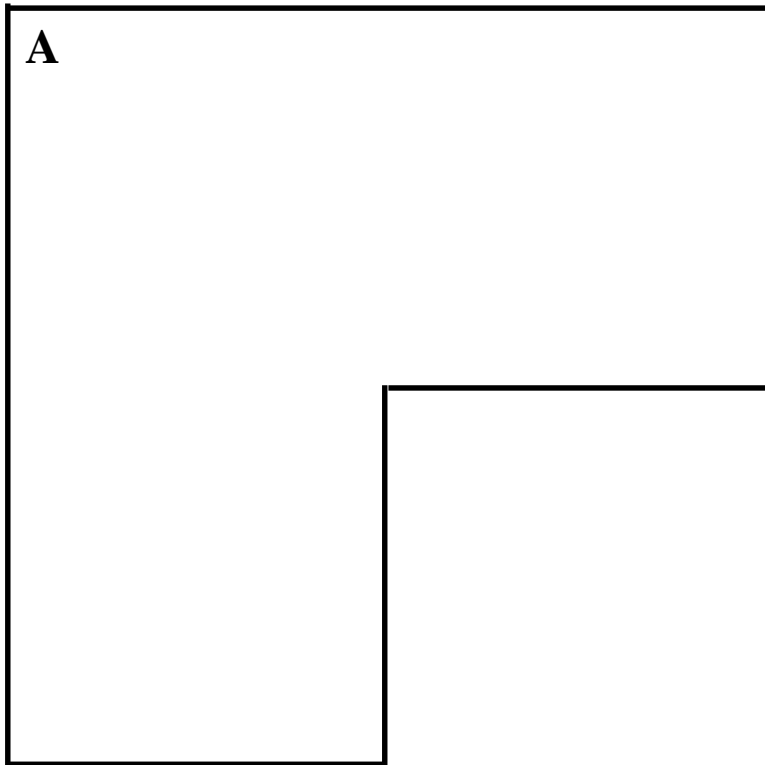


Show your work. Explain with pictures words, or numbers.

Each student will get \_\_\_\_\_ cookies.

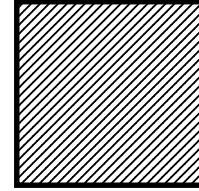
- 2.01 For given objects:  
a) Select an attribute (length, capacity, mass) to measure (use non-standard units).

7. Gunnar needs a box for his blocks.  
Use counting cubes to fill each box.  
Circle the letter of the box that holds the **most** blocks.

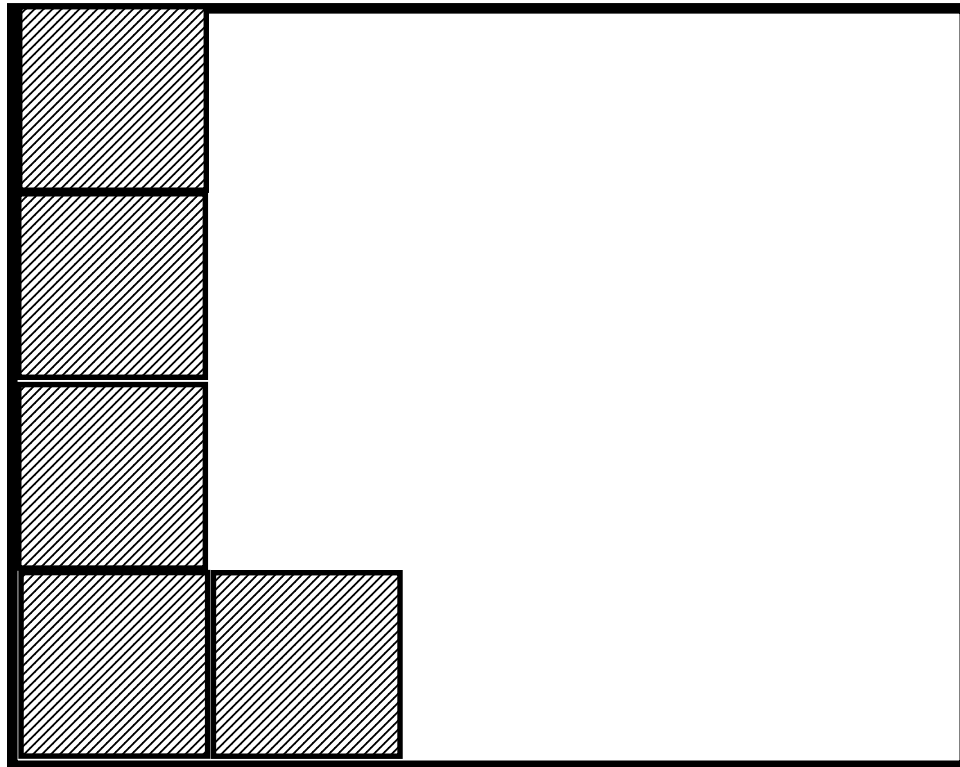


- 2.01 For given objects:  
 b) Develop strategies to estimate size.

8. Joey wants to cover this whole space with square tiles.  
 So far he has used five square tiles like this.

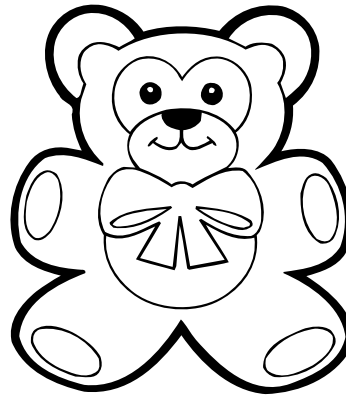


When he has finished, how many square tiles will be used?



Joey will use \_\_\_\_\_ square tiles to cover this whole space.

- 2.01 For given objects:  
c) Compare, using appropriate language, with respect to the attribute selected.
9. There are two toys on Ruby's bed.



What are two ways these toys are alike?

1st way

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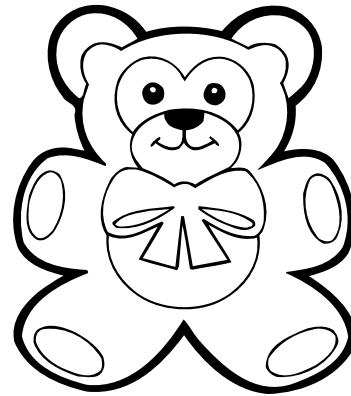
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2nd way

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10. What are two ways these toys are different?

1st way

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2nd way

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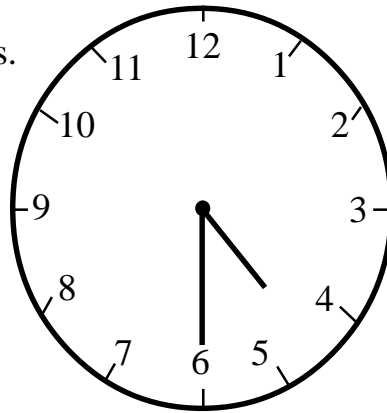
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- 2.02 Develop an understanding of the concept of time.
- Tell time at the hour and half-hour.
  - Solve problems involving applications of time (clock and calendar).

11. This is the time Abby goes to her dance class.

Write the time she goes to her dance class.

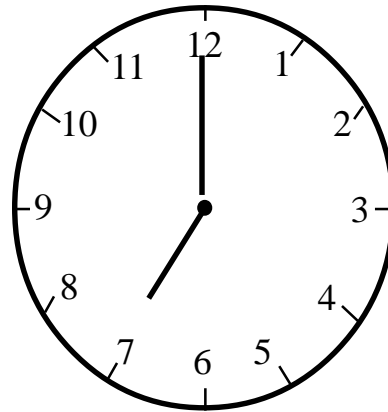
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12. This is the time Abby eats her dinner.

Write the time she eats her dinner.

\_\_\_\_\_

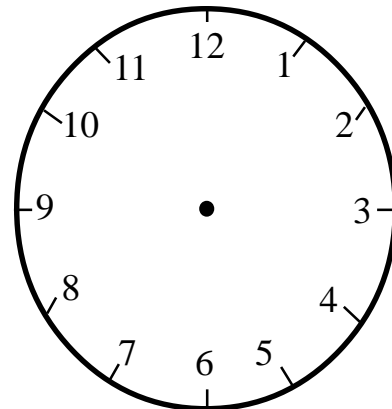


13. At 4:00 Abby watches a one hour movie.

What time will the movie end?

\_\_\_\_\_

Show the time Abby's movie ends on this clock.



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

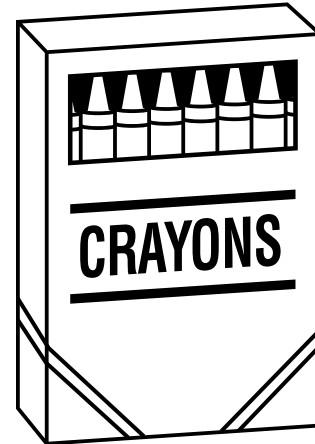
14. Draw the shape named in each box.

A large square is divided into four quadrants by a vertical line and a horizontal line. The quadrants are labeled as follows:

- Top-left quadrant: Square
- Top-right quadrant: Trapezoid
- Bottom-left quadrant: Parallelogram
- Bottom-right quadrant: Hexagon

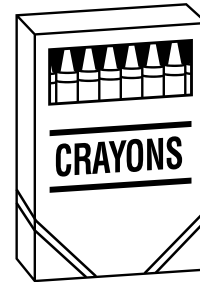
3.02 Identify, build, and name cylinders, cones, and rectangular prisms.

15. Circle the cylinders with a yellow crayon.  
Circle the rectangular prisms with a blue crayon.  
Circle the cones with a red crayon.



3.03 Compare and contrast geometric figures.

16. Look at the present and the crayon box.  
How are they the same?



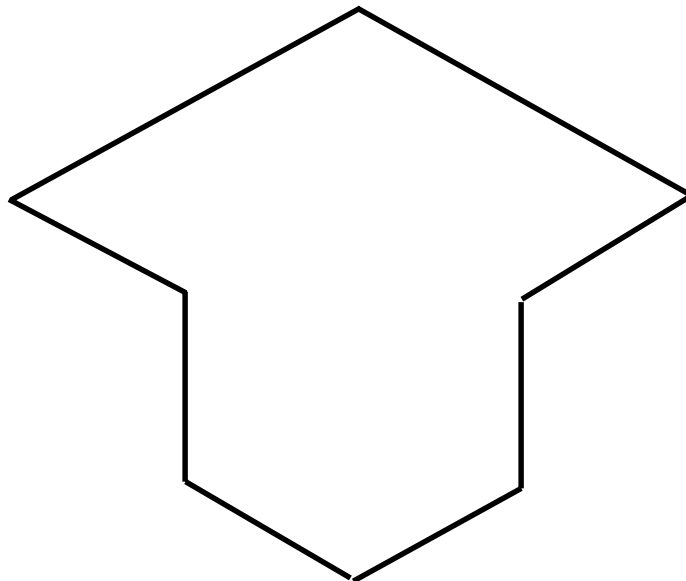
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3.04 Solve problems involving spatial visualization.

17. Use pattern blocks to fill this shape.  
Raise your hand to show your teacher when you are done.



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

18. Mrs. Maple asked her class to report the number of sisters they had. This is what they reported.

Jim	3	Katlin	1
Megan	0	Eric	0
Victor	2	Jasmine	6
Jet	4	Ming	1
Nan	1	Macayla	4

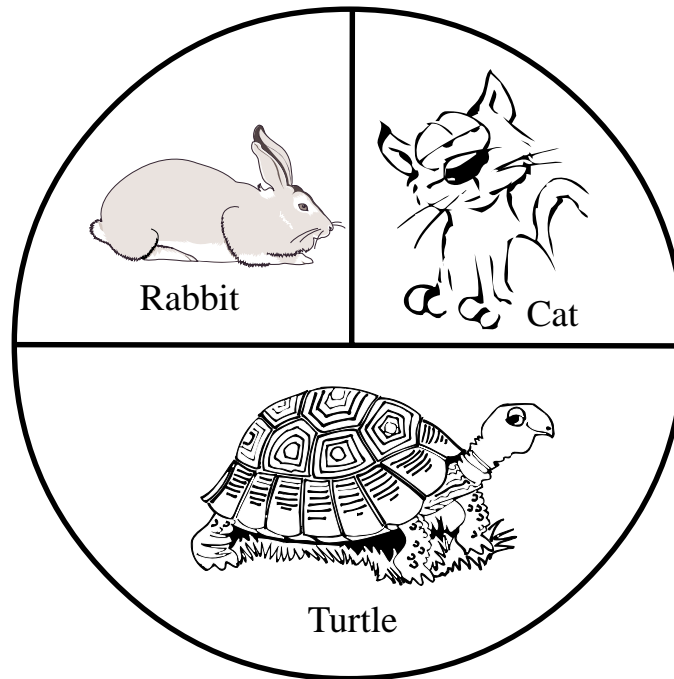
Make a line plot to show the sisters in Mrs. Maple's class.

## Our Sisters

0 1 2 3 4 5 6 7

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

19. Patty will use this spinner to predict which pet her parents will buy for her. Using the spinner, which pet are they **most likely** to buy for her?



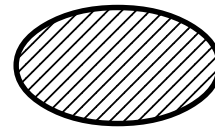
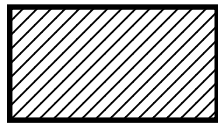
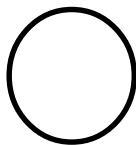
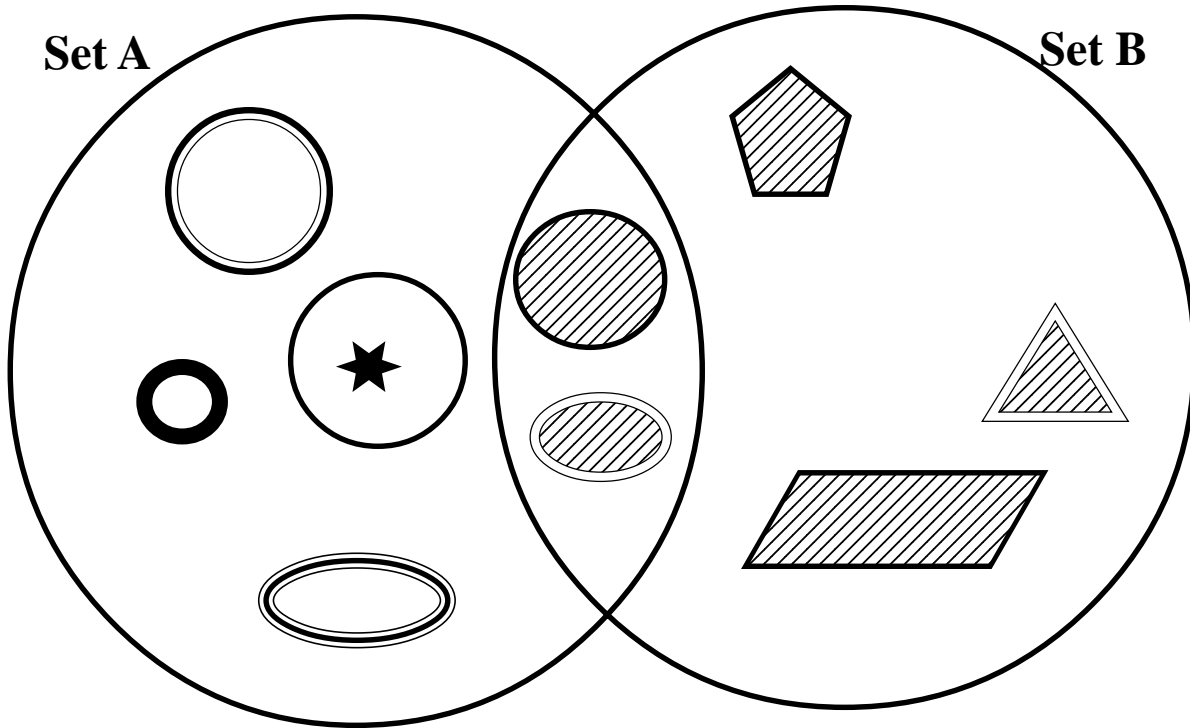
Circle the pet they are **most likely** to buy.

Rabbit

Turtle

Cat

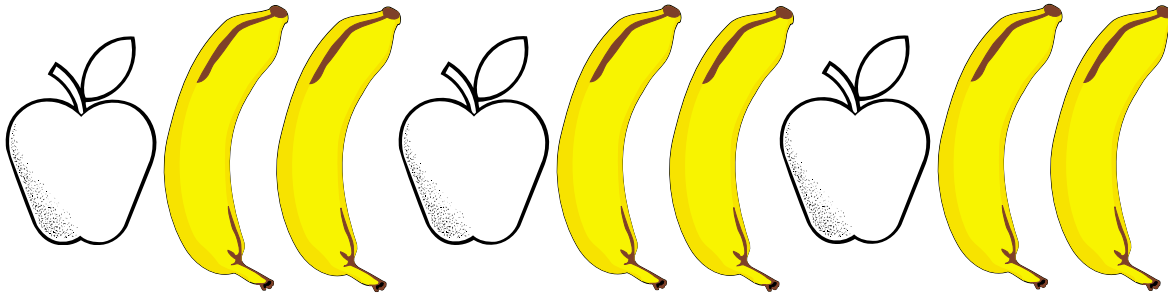
- 5.01 Sort and classify objects by two attributes.
  - 5.02 Use Venn diagrams to illustrate similarities and differences in two sets.
20. Jill sorted these shapes into two groups.



Draw a line from each of these shapes to the set where it belongs.

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

21. Mrs. Cook's class made a fruit pattern.  
The pattern looked like this:



If the pattern continues, what will the 15th fruit be? \_\_\_\_\_

