

# Grade 1

# Assessments and Scoring

# Checklists,

# Common Core State

# Standards

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Grade 1: CCSS Assessment Map

	Unit 1 Sept – Mid-Oct	Unit 2 Mid-Oct – Nov	Unit 3 Dec – Jan	Unit 4 Feb – Mid-Mar	Unit 5 Mid-Mar – Apr	Unit 6 May – June
Yearlong Skills Interview*	√	√		√		√
Yearlong Skills Paper/Pencil Assessment*	Baseline Edition Form A/Form B*	Fall Edition Form A/Form B		Winter Edition Form A/Form B		Spring Edition Form A/Form B
Fact Fluency Assessment* (Paper/Pencil)	Optional	√		√	√	√
Picture Problem Work Samples (Paper/Pencil)*	Bug Picture Problem Work Samples		Sea Star Picture Problem Work Samples	Penguin Picture Problem Work Samples		Farm Picture Problem Work Samples

\* We developed a “Form A” and “Form B” for the Yearlong Skills Paper/Pencil Assessment for the benefit of schools with improvement plans in place that require an assessment be given and then re-administered within 4 to 6 weeks. Form A and Form B are pitched at the same skill level, whereas the Baseline, Fall, Winter, and Spring Editions of the Yearlong Skills Paper/Pencil Assessment increase in skill level from one to the next.

## Grade 1 Yearlong Skills Interview: Instructions to the Teacher

### Overview

Four times during the school year, starting in September, teachers conduct an individual interview with each student. The interview tasks address key first grade numeracy and computation skills that are difficult, if not impossible, to assess in any form other than individual interview. While some of the tasks vary from one assessment period to the next, the instructions in this document remain the same throughout the year.

### Timing

- Baseline: During Unit 1 (September)
- Fall: During Unit 2 (mid-October through November)
- Winter: During Unit 4 (mid-February through March)
- Spring: During Unit 6 (May through early June)

### Skills

- count to 120, starting at any number less than 120 (1.NBT.1)
- read numerals to 120 (1.NBT.1)
- name the number that is 1 less or 1 more than any number up to 120 (1.OA.5)
- fluently compose and decompose numbers to 10 (1.OA.6)
- apply strategies to compute addition facts and subtraction facts to 20 (1.OA.6)
- understand that the two digits of a 2-digit number represent amounts of 10's and 1's (1.NBT.2)

### You'll need

- Grade 1 Yearlong Skills Interview Record Sheet, sheets 1–4 (run 1 copy of the 4 sheets for each student; you will use the same sheets throughout the entire school year)
- Grade 1 Yearlong Skills Interview Class Checklist (run several copies; you will use the same copies of the checklist through the entire school year)
- Numeral Cards (run 1 copy of the cards that appear at the end of this document on a piece of cardstock; cut the cards apart and laminate if desired)
- 50 blue Unifix or wooden cubes in a small basket or tub
- 11 red game markers and 5 blue game markers (see note below)
- two 5" x 8" index cards
- one 3" x 5" index card with the number 14 written on it

**Note** Game markers are 3/4" round translucent plastic chips. There are 100 of these markers included in the Grade 1 Bridges kit. They can also be ordered from the Math Learning Center and many other vendors of educational materials.

### Grade 1 Yearlong Skills Interview: Introduction

The Grade 1 Yearlong Skills Interview includes 7 tasks. Each task is described on the Interview Record Sheet, accompanied by a list of materials, prompts, notes, and boxes in which to record a student's responses through the year. In some cases, such as the example shown at the top of the next page, the task remains the same throughout the year. Once students have reached the target stated on the sheet, there is no need to retest them. For example, a few of your students may already be able to count forward by 1's to 120 starting from any number less than 120 in September. You will mark this on the Record Sheet in the Baseline box directly below the task.

When you conduct the interview with the same student later in the fall, you will not administer this task unless you are concerned that the child may not have retained the same skill level. For many students, however, you will need to re-visit the task during several, possibly all four, assessment periods because the target reflects a degree of proficiency most children don't reach until later in the school year.

Grade 1: Yearlong Skills Interview Record Sheet page 1 of 4			
Student's Name _____		Assessment Dates _____	
		Baseline	Fall Winter Spring
<b>Task 1: Forward Counting Sequences (TARGETS: Count forward by 1's to 120; Count by 10's to 100)</b>			
<b>Materials</b> None <b>Prompts:</b> a. Start counting from 1. I will tell you when to stop. (Stop student at 32.) b. Start counting from 40. I will tell you when to stop. (Stop student at 66) c. Start counting from 88. I will tell you when to stop. (Stop student at 120.) d. Count by 10's, starting at 10. (Stop student at 100.)		<b>Notes:</b> If the student cannot make it to the target number, stop him/her after 3 tries and record the last number correctly named in the sequence. In your comments below, make a note if the student: • skips numbers in the sequence • drops back to 1 and starts over • drops back to the previous decade (e.g., 10, 20, 30, etc.) and starts over • gives the incorrect decade (e.g., 28, 29, 40 or 28, 29, 20 or 10, 20, 30, 50)	
<b>Baseline (Unit 1)</b>	<b>Fall (Unit 2)</b>	<b>Winter (Unit 4)</b>	<b>Spring (Unit 6)</b>
a. Student counts accurately from 1 to _____	a. Student counts accurately from 1 to _____	a. Student counts accurately from 1 to _____	a. Student counts accurately from 1 to _____
b. Student counts accurately from 40 to _____	b. Student counts accurately from 40 to _____	b. Student counts accurately from 40 to _____	b. Student counts accurately from 40 to _____
c. Student counts accurately from 88 to _____	c. Student counts accurately from 88 to _____	c. Student counts accurately from 88 to _____	c. Student counts accurately from 88 to _____
d. Student counts by 10's accurately to _____	d. Student counts by 10's accurately to _____	d. Student counts by 10's accurately to _____	d. Student counts by 10's accurately to _____
Comments:	Comments:	Comments:	Comments:

Three of the interview tasks, 5, 6, and 7, are only conducted during the late fall, winter, and spring, as they are not appropriate for most first graders in September. Tasks 5 and 6 look at students' strategies for adding and subtracting numbers within 20. Task 7 examines students' understandings of place value, particularly the meaning of the digits in a 2-digit number.

### Yearlong Skills Interview: Tracking the Class as a Whole

A class checklist has been included so you can record and track students' progress over the course of the year more easily (first part of page 1 is shown below). The checklist is 4 pages long, and provides scoring and support advice, as well as space to summarize results for 6 students. If you have 24 students, you will want to run 4 copies of the 4-page document to use throughout the year. As you'll see when you look at the full-sized copy of the checklist included in this collection, the scoring changes on most tasks from one assessment period to the next, reflecting higher expectations through the year.

Grade 1 Yearlong Skills Interview Class Checklist			Students' Names						Support Resources
Task	CCSS	Points Possible							
<b>1a-c BASELINE:</b> Counts by ones forward to 120, starting at any number less than 120	1.NBT.1	0 pts: less than 20 1 pt: between 21 and 32 2 pts: between 40 and 66 3 pts: between 87 and 100 4 pts: to 100 or more							<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line, Activities 1–3 A6 One Dot, Many Dots <b>Kindergarten Work Places</b> 1E, 1I, 1J, 1M, 1P, 2A, 2B, 2D, 2F, 2H, 2J, 2I, 2L <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Activities 1–4 <b>Grade 1 Work Places</b> 1D, 1H, 1I <b>Grade 1 Support Activities</b> 1A, 2A <b>See G1 Practice Book</b> for relevant practice pages.
<b>1a-c FALL:</b> Counts by ones forward to 120, starting at any number less than 120	1.NBT.1	0 pts: less than 32 1 pt: to 32 2 pts: to 66 3 pts: to 100 4 pts: between 101 and 120							
<b>1a-c WINTER:</b> Counts by ones forward to 120, starting at any number less than 120	1.NBT.1	0 pts: less than 66 1 pt: to 66 2 pts: to 100 3 pts: between 101 and 109 4 pts: between 110 and 120							
<b>1a-c SPRING:</b> Counts by ones forward to 120, starting at any number less than 120	1.NBT.1	0 pts: less than 100 1 pt: to 100 2 pts: between 101 and 109 3 pts: between 110 and 120							

The scoring suggested on the checklist is designed to help you track your students' progress with respect to common goals for first grade. The column labeled "CCSS" cites the Common Core State Standards addressed by each assessment item.

The point total the baseline is 16, and 26 for each of the other three assessment periods. Students scoring 75 – 100% during a particular assessment period are considered to be "meeting standard." Students scoring 50 – 74% for a given period are considered to be "approaching standard." Students scoring 25 – 49% are designated as "strategic." Students who score in this range consistently may be eligible for Title I or RTI Tier 2 support. Students scoring less than 25% are designated as "intensive," and may be candidates for Special Ed or RTI Tier 3 support. Students' performance on these interview tasks, if conducted and scored in a consistent manner from one teacher to the next in a building or district, may provide useful material to share and discuss in grade level groups, professional learning communities, or building screening committees in some cases. Note too, that the class checklists includes support materials for each skill, drawn from kindergarten and first grade resources, many of which are available for free download from the Math Learning Center web site.

### **Yearlong Skills Interview: Helpful Hints**

There is no question that conducting individual interviews is as time-consuming as it is informative and rewarding. Here are some helpful hints:

- The tasks on this interview are designed to enhance or even replace some of the assessments in Grade 1 Number Corner and/or Bridges. Look at the resources already available to you before you decide to take on this instrument.
- Run a copy of the Interview Record Sheet for each student and file in an accessible location before or within the first few days of your school start date.
- Run as many copies of the Interview Class Checklist as you will need to accommodate all of your students. Label them ahead of time with students' names.
- Gather the materials listed on the You'll Needs list on page 1 of this document and store them in a single container (tub, basket, re-sealable plastic bag, etc.) If you will have help from other adults, put together an "assessment pack" for each.
- Train 2 or 3 other adults to conduct the first three interview tasks. All of these tasks involve counting of one sort or another. While it takes patience and a little practice to conduct each task, none of them requires a high level of skill on the part of the adult. Consider soliciting help from parent helpers, paraprofessionals, office or custodial help, and/or resource room teachers.
- If you have no source of outside help whatsoever, take the first couple of weeks of school to establish tight and consistent expectations during Work Places and other independent work times. You might even consider introducing the idea that when you are wearing a particular brightly colored hat – your assessment hat – that means you're working with one child and are not to be bothered. If you can establish routines that enable children to work with relative independence during the first few weeks, you may be able to conduct

interviews during Work Places, morning seatwork time, recess, and specials (library, music, PE, and so on) with the permission of cooperating teachers.

- Remember that you don't have to conduct all the tasks in a single sitting with a particular child. In fact, it may be easier and more desirable to conduct a single task or a couple of tasks, such as counting forward and reading numerals to 120, with all the students over a period of days, and then sweep through the class again with another set of tasks.
- It will save you a fair amount of time if you explain the assessment tasks to the students ahead of time. They need and deserve to know that sometime within a several week period, someone (you or another adult) will be asking them to count and do other math-related tasks. Explain that it will help you do your best job of teaching to know what each student in class can (and cannot) do right now. This is particularly true of task 4, which involves showing and hiding cubes to assess students' skills at composing and decomposing numbers to 10. Modeling this task as described on page 2 of the Interview Record Sheet with the class will save you from having to explain and model the task anew with every individual.
- Remember that you won't have to assess every student on every task four times over the course of the year. As soon as a student reaches the desired target for a particular task, that's it. You don't have to re-administer that particular task to that particular student again. The first time you conduct the interviews, you will only administer 4 of the 7 tasks. If you can get other adults to conduct the first 3, that leaves you with only one to do on your own during the first month of school. The chart below summarizes the interview tasks, targets, and timing through the school year. The starred items indicate tasks that you should administer personally.

Interview Task	Target(s)	Baseline	Fall	Winter	Spring
1. Forward Counting Sequences	<ul style="list-style-type: none"> <li>• Count forward by 1's to 120 starting at 1 &amp; numbers other than 1</li> <li>• Count by 10's to 100</li> </ul>	√	√	√	√
2. Identifying 1 More and 1 Less	<ul style="list-style-type: none"> <li>• Name the number that is 1 more or 1 less than any number given verbally to 120</li> </ul>	√	√	√	√
3. Numeral Identification	<ul style="list-style-type: none"> <li>• Read aloud numerals from 0 to 120</li> </ul>	√	√	√	√
* 4. Composing & Decomposing Numbers to 10	<ul style="list-style-type: none"> <li>• Fluently compose and decompose numbers to 10</li> </ul>		√	√	√
* 5. Addition Strategies	<ul style="list-style-type: none"> <li>• Move beyond 1:1 counting to solve basic addition facts</li> </ul>		√	√	√
* 6. Subtraction Strategies	<ul style="list-style-type: none"> <li>• Move beyond 1:1 counting to solve basic subtraction facts.</li> </ul>		√	√	√
* 7 Place Value Understandings	<ul style="list-style-type: none"> <li>• Understand that the two digits of a 2-digit number represent amounts of tens and ones</li> </ul>		√	√	√

0

4

7

10

9

12

18

23

31

61

72

102

107

113

**Numeral Cards**  
Run 1 copy on cardstock. Cut cards apart and laminate if desired. Use this set for interviews with all students throughout the year.

**Grade 1 Yearlong Skills Interview Record Sheet page 1 of 4**  
**Student's Name** \_\_\_\_\_

**Assessment Dates**

\_\_\_\_\_ Baseline \_\_\_\_\_ Fall \_\_\_\_\_ Winter \_\_\_\_\_ Spring \_\_\_\_\_

<b>Task 1: Forward Counting Sequences (TARGETS: Count forward by 1's to 120; Count by 10's to 100)</b>			
<p><b>Materials</b> None</p> <p><b>Prompts:</b></p> <p>a. Start counting from 1. I will tell you when to stop. (Stop student at 32.)</p> <p>b. Start counting from 40. I will tell you when to stop. (Stop student at 66)</p> <p>c. Start counting from 88. I will tell you when to stop. (Stop student at 120.)</p> <p>d. Count by 10's, starting at 10. (Stop student at 100.)</p>	<p><b>Notes:</b> If the student cannot make it to the target number, stop him/her after 3 tries and record the last number correctly named in the sequence. In your comments below, make a note if the student:</p> <ul style="list-style-type: none"> <li>• skips numbers in the sequence</li> <li>• drops back to 1 and starts over</li> <li>• drops back to the previous decade (e.g., 10, 20, 30, etc.) and starts over</li> <li>• gives the incorrect decade (e.g., 28, 29, 40 or 28, 29, 20 or 10, 20, 30, 50)</li> </ul>		
<b>Baseline (Unit 1)</b>	<b>Fall (Unit 2)</b>	<b>Winter (Unit 4)</b>	<b>Spring (Unit 6)</b>
<p>a. Student counts accurately from 1 to _____.</p> <p>b. Student counts accurately from 40 to _____.</p> <p>c. Student counts accurately from 88 to _____.</p> <p>d. Student counts by 10's accurately to _____.</p> <p>Comments: _____</p>	<p>a. Student counts accurately from 1 to _____.</p> <p>b. Student counts accurately from 40 to _____.</p> <p>c. Student counts accurately from 88 to _____.</p> <p>d. Student counts by 10's accurately to _____.</p> <p>Comments: _____</p>	<p>a. Student counts accurately from 1 to _____.</p> <p>b. Student counts accurately from 40 to _____.</p> <p>c. Student counts accurately from 88 to _____.</p> <p>d. Student counts by 10's accurately to _____.</p> <p>Comments: _____</p>	<p>a. Student counts accurately from 1 to _____.</p> <p>b. Student counts accurately from 40 to _____.</p> <p>c. Student counts accurately from 88 to _____.</p> <p>d. Student counts by 10's accurately to _____.</p> <p>Comments: _____</p>

<b>Task 2: Identifying 1 More and 1 Less (TARGET: Name the number that is 1 more or 1 less than any number given verbally up to 120)</b>			
<p><b>Materials:</b> None</p> <p><b>Prompts:</b></p> <p>a. (After) I am going to name some numbers. Each time I do, I want you to tell me the number that comes right after. Let's practice. What number comes right after 3? You're right. It's 4. Okay, here we go. 7, 18, 40, 79, 100, 110</p> <p>b. (Before) I am going to name some numbers. Each time I do, I want you to tell me the number that comes right before. Let's practice. If I say, "8", what number comes right before 8? Right, it's 7. Okay, here we go. 5, 12, 50, 69, 100, 120</p>	<p><b>Notes:</b> Preface each number for Task 4a by saying, "What number comes right after.....? Preface each number for Task 4b by saying, "What number comes right before.....?"</p> <p>Record the student's responses on the charts below, even if they are incorrect. For instance, if the student tells you that 29 comes after 18, record 29 and keep going.</p>		
<b>Baseline (Unit 1)</b>	<b>Fall (Unit 2)</b>	<b>Winter (Unit 4)</b>	<b>Spring (Unit 6)</b>
<p>a. 7, _____ 18, _____ 40, _____</p> <p>79, _____ 100, _____ 110, _____</p> <p>b. _____ 5 _____ 12 _____ 50</p> <p>_____, 69 _____, 100 _____, 120</p>	<p>a. 7, _____ 18, _____ 40, _____</p> <p>79, _____ 100, _____ 110, _____</p> <p>b. _____ 5 _____ 12 _____ 50</p> <p>_____, 69 _____, 100 _____, 120</p>	<p>a. 7, _____ 18, _____ 40, _____</p> <p>79, _____ 100, _____ 110, _____</p> <p>b. _____ 5 _____ 12 _____ 50</p> <p>_____, 69 _____, 100 _____, 120</p>	<p>a. 7, _____ 18, _____ 40, _____</p> <p>79, _____ 100, _____ 110, _____</p> <p>b. _____ 5 _____ 12 _____ 50</p> <p>_____, 69 _____, 100 _____, 120</p>



**Grade 1 Yearlong Skills Interview Record Sheet page 2 of 4 Student's Name \_\_\_\_\_ Dates \_\_\_\_\_**

**Task 3: Numeral Identification (TARGET: Read aloud numerals from 0 to 120)**

**Materials:** Numeral Cards for 0, 4, 7, 10, 9, 12, 18, 23, 31, 61, 72, 102, 117, 113  
**Prompts:** Show the cards in the order listed on the charts below, one by one. Each time say, "What number is this?"

**Notes:**

On the charts below, make a check mark beside the numeral if the student reads it correctly. If he/she reads it incorrectly, record his/her response. For instance, if he/she reads the number 12 as 20 or the number 61 as 16, record those responses.

	Fall (Unit 2)		Winter (Unit 4)		Spring (Unit 6)	
0	4	7	4	7	4	7
10	9	12	9	12	9	12
18	23	31	23	31	23	31
61	72	102	72	102	72	102
107	113		113		113	

**Task 4: Composing & Decomposing Numbers to 10 (TARGET: Fluently compose and decompose numbers to 10)**

**Materials:** 10 cubes or other small counters

**Prompts:** Ask the student to place 5 cubes in your hand. Then ask him/her to confirm the quantity verbally. (Does he/she need to recount the cubes, or is he/she report the quantity confidently without recounting?) Explain that you're going to hide some of the cubes the student just gave you. Cup both hands over the 5 cubes, give them a little shake, and hide 2 of them in one hand. Hold the remaining cubes out for the student to see.

Say: "How many cubes do you see in my hand now?" (Does he/she instantly identify the quantity, or need to recount it to be sure it's 3?)

Say: "How many cubes am I hiding?" (Does he/she respond with the number you're hiding immediately and confidently, or does he/she need to do some counting/figuring first?) Repeat steps above, continuing to work with 5 cubes, until you've worked through most of the possible combinations (3 and 2, 4 and 1, 2 and 3, 0 and 5, 1 and 4) If the student gives you immediate, confident, and accurate responses to all the prompts, you can assume that he/she is proficient with 3 and 4 as well. If the student does not respond immediately, confidently, and accurately to your prompts with 5 cubes, ask him/her to change the number of cubes in your hands to 4 instead of 5. If the student does not respond immediately, confidently, and accurately to your prompts with 4 cubes, ask him/her to change the number of cubes in your hands to 3. Do not go below 3 cubes. If the student is completely confident with 5 cubes, increase the quantity to 6. Repeat the steps described above with the combinations of 6. Continue moving upward (to 7, 8, 9, and then 10) as far as the student can go with instantaneous, confident responses. Stop when you get to the point where the student has to count or do mental figuring to respond. Do not go above 10. (Note: First graders typically assess to 5 or 6 in the fall, but it's not uncommon for children to only assess to 4 or even 3 early in the year. Students who struggle with 3 entering first grade may need Tier 3 support. While this assessment doesn't guarantee that students will be fluent with addition and subtraction facts to a given number within 10, the ability to compose and decompose to a given number is a prerequisite to full fluency with the facts to that number. In other words, a student who assesses to 5 is unlikely to be fully fluent with addition and subtraction facts to 10. A student who assesses to 8 or 9 is much closer to being able to develop fluency with addition & subtraction facts to 10.)

	Fall (Unit 2)		Winter (Unit 4)		Spring (Unit 6)	
Student can compose and decompose numbers to:	Student can compose and decompose numbers to:		Student can compose and decompose numbers to:		Student can compose and decompose numbers to:	
3	4	5	4	5	4	5
7	8	9	8	9	8	9
		10		10		10

Task 5: Addition Strategies (TARGET: Move beyond a direct model strategy to solve basic addition facts)		Spring (Unit 6)
<p><b>Materials:</b> 9 red game markers and 5 blue game markers; two 5" x 8" index cards</p> <p><b>Prompts:</b> Set out 3 red game markers in front of the student, and then quickly cover them with one of the index cards. Say, "We're going to start with 3 red markers." Then set out and quickly cover 2 blue game markers with the other index card, as you say, "and we'll add 2 blue markers. How many markers are there altogether?" Keep both sets of game markers covered as the student solves the problem. If the student forgets how many markers are under one or both cards, you can remind them. When he/or she has given a response, ask how he/she figured it out. Finally, lift both cards so he/she can check the total. At this point, a student who has been unable to maintain both quantities and add them can count by 1's to find the total. Repeat procedure described above with:                      5 + 4 (5 red markers, 4 blue markers)                      9 + 5 (9 red markers, 5 blue markers)</p> <p>Note: Go to <a href="http://www.solonschools.org/MR/AS.asp">http://www.solonschools.org/MR/AS.asp</a> and watch the second video clip on the page to see this assessment modeled with a first grader.</p>	<p><b>Notes:</b>                      Here is a description of the different strategies a student might use to find the total:                      1. Direct Model A: Unable to respond at all until you lift both cards. Then counts each marker, 1 by 1, to get the total                      2. Direct Model B: Counts both quantities on his/her fingers from 1 and then counts again from 1 to get the total.                      3. Counting: Counts on from one of the quantities to get the total.                      4. Derived Fact: Uses a fact he/she already knows to determine the total (i.e. 5 + 5 is 10, so 5 + 4 must be 9.)                      5. Instant Recall</p> <p>Record the strategy that best describes the student's strategy for solving each combination. If the student uses direct modeling to solve the first 2 combinations, stop there. When the student gets to the point of using strategies 3, 4, or 5 with the first 2 combinations, offer last one.</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Fall (Unit 2)</b></p> <p>3 + 2 _____</p> <p>5 + 4 _____</p> <p>9 + 5 _____</p>	<p><b>Winter (Unit 4)</b></p> <p>3 + 2 _____</p> <p>5 + 4 _____</p> <p>9 + 5 _____</p>	<p>3 + 2 _____</p> <p>5 + 4 _____</p> <p>9 + 5 _____</p>
Task 6: Subtraction Strategies (TARGET: Move beyond a direct model strategy to solve basic subtraction facts)		Spring (Unit 6)
<p><b>Materials:</b> 11 red game markers; two 5" x 8" index cards</p> <p><b>Prompts:</b> Set out 6 red game markers in front of the student. Say, "We're going to start with 6 red markers," and then cover them with one of the index cards. Slide 3 markers out from under the card. Show them briefly to the student and say, "and remove 3," as you cover the 3 with a second index card. Then point to the card covering the first quantity and ask, "How many are left?" Keep both sets of markers covered as the student solves the problem. Then ask the student to explain how he/she figured it out. Finally, lift the first card and allow the student to check to see how many markers there are. It's fine if he/she counts the remaining markers one by one to check his/her answer. Repeat the procedure described above with 8-5 and 11-6.</p> <p>Note: Go to <a href="http://www.solonschools.org/MR/ASVid.asp">http://www.solonschools.org/MR/ASVid.asp</a> and watch the video on the right-hand side of the page to see this assessment modeled with a first grader.</p>	<p><b>Notes:</b>                      Here is a description of the different responses you might see from a student                      1. Adds the two numbers instead of subtracting, even after clarification                      2. Direct Model: Counts the first number on his/her fingers 1 by 1, starting with 1. Puts fingers down 1 by 1, counting from 1, and then recounts the number left, starting from 1.                      3. Counting: Counts backwards from the minuend (i.e., 6, 5, 4, 3, the answer is 3) or forwards from the subtrahend (3, 4, 5, 6, the answer is 3) to get the answer.                      4. Derived Fact: Uses a fact he/she already knows to determine the remainder (i.e. 8 - 4 is 4, so 8 - 5 must be 3, or 5 + 3 is 8, so 8 - 5 must be 3.)                      5. Instant Recall</p> <p>Record the strategy that best describes the student's strategy for solving each combination. If the student uses direct modeling to solve the first 2 combinations, stop there. When the student gets to the point of using strategies 3, 4, or 5 with the first 2 combinations, offer last one.</p>	<p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Fall (Unit 2)</b></p> <p>6 - 3 _____</p> <p>8 - 5 _____</p> <p>11 - 6 _____</p>	<p><b>Winter (Unit 4)</b></p> <p>6 - 3 _____</p> <p>8 - 5 _____</p> <p>11 - 6 _____</p>	<p>6 - 3 _____</p> <p>8 - 5 _____</p> <p>11 - 6 _____</p>

**Grade 1 Yearlong Skills Interview Record Sheet page 4 of 4 Student's Name \_\_\_\_\_ Dates \_\_\_\_\_**

**Task 7: Place Value (TARGET: Understand that the two digits of a two-digit number represent amounts of tens and ones)**

**Materials:** an index card with the number 14 written on it and a basket of 20 Unifix cubes in one color

**Prompts:**

- Show the student the card with the number 14 written on it. Ask him or her to read the number on the card and count out enough cubes to match.
- Ask him to her to recount the cubes to make sure the quantity matches the number on the card.
- Point to the 4 on the card and ask the student to show you what this part of the number means, using the cubes he or she has counted out.
- Point to the 1 on the card and ask the student to show you what this part of the number means, using the cubes he or she has counted out.

**Notes:**

- If the student can't read the number 14 on the card, read it to him or her and proceed as described at left.
- Take note of how the student recounts the cubes to make sure he/she has set out 14. Does he/she re-count the cubes by 2's, or use other forms of grouping to count efficiently, or does he/she simply re-count by 1's?
- Do not read either of the numerals on the card to the student when you're asking him or her to show the meaning of the 4, and then the meaning of the 1 in the number 14; just point each time.
- If the student shows you 1 cube when you point to the 1, ask him or her to tell you about the remaining cubes he/she set out on the table. Say something like, "So you are showing me that this part of the number (point to the 4 in the number 14) means 4, and this part of the number (point to the 1 in the number 14) means 1. I'm wondering about all these extra cubes here in the middle. What about them?" (Children will typically say something like, "Oh, they don't really matter. I'm not sure what they're for.")
- If the student shows you 10 cubes when you point to the 1, ask him or her to explain why he or she is showing you 10 when the number you're pointing is a 1. Say something like, "So you are showing me that this part of the number (point to the 4 in the number 14) means 4, and this part of the number (point to the 1 in the number 14) means 10. But this number (point again to the 1 in the number 14) says 1! Why are you showing me 10 cubes?" (Children will typically say something like, "Because the 1 doesn't mean 1 when it's there. It means 10. It means 1 group of 10 and 4 more!")

**Fall (Unit 2)**

- \_\_\_ Can read the number 14
- \_\_\_ Can count out 14 cubes accurately
- \_\_\_ Checks to make sure there are 14 cubes by \_\_\_\_\_
- \_\_\_ Shows the 4 in 14 with 4 objects
- \_\_\_ Shows the 1 in 14 with 10 objects
- Comments:

**Winter (Unit 4)**

- \_\_\_ Can read the number 14
- \_\_\_ Can count out 14 cubes accurately
- \_\_\_ Checks to make sure there are 14 cubes by \_\_\_\_\_
- \_\_\_ Shows the 4 in 14 with 4 objects
- \_\_\_ Shows the 1 in 14 with 10 objects
- Comments:

**Spring (Unit 6)**

- \_\_\_ Can read the number 14
- \_\_\_ Can count out 14 cubes accurately
- \_\_\_ Checks to make sure there are 14 cubes by \_\_\_\_\_
- \_\_\_ Shows the 4 in 14 with 4 objects
- \_\_\_ Shows the 1 in 14 with 10 objects
- Comments:

## Grade 1 Yearlong Skills Interview Class Checklist

## Students' Names

Task		CCSS	Points Possible						Support Resources		
<p><b>Note:</b> This checklist provides enough space to record scores for 6 students. Run enough copies to accommodate the students in your class plus a few more. Re-mark the same sheets each assessment period so you can easily see students' progress through the year. Stop testing students on a given task when they reach the final target, no matter how early in the school year, and simply continue to award those student 4 points through the rest of the year. For example, if a student is able to count to 120 in September and you're confident that he/she has retained that skill each assessment period, you do not have to re-test that student.</p>											
<b>1a-c BASELINE:</b> Counts by ones forward to 120, starting at any number less than 120	1.NBT.1	<p>0 pts: less than 20 1 pt: between 21 and 32 2 pts: between 40 and 66 3 pts: between 87 and 100 4 pts: to 100 or more</p>								<p><b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line, Activities 1–3 A6 One Dot, Many Dots <b>Kindergarten Work Places</b> 1E, 1I, 1J, 1M, 1P, 2A, 2B, 2D, 2F, 2H, 2J, 2I, 2L <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Activities 1–4 <b>Grade 1 Work Places</b> 1D, 1H, 1I <b>Grade 1 Support Activities</b> 1A, 2A <b>See G1 Practice Book</b> for relevant practice pages.</p>	
<b>1a-c FALL:</b> Counts by ones forward to 120, starting at any number less than 120	1.NBT.1	<p>0 pts: less than 32 1 pt: to 32 2 pts: to 66 3 pts: to 100 4 pts: between 101 and 120</p>									
<b>1a-c WINTER:</b> Counts by ones forward to 120, starting at any number less than 120	1.NBT.1	<p>0 pts: less than 66 1 pt: to 66 2 pts: to 100 3 pts: between 101 and 109 4 pts: between 110 and 120</p>									
<b>1a-c SPRING:</b> Counts by ones forward to 120, starting at any number less than 120	1.NBT.1	<p>0 pts: less than 100 1 pt: to 100 2 pts: between 101 and 109 3 pts: between 110 and 120 4 pts: to 120</p>									
<b>1d BASELINE:</b> Counts by tens to 100	K.CC.1	<p>0 pts: can't count by 10's at all 1 pt: to 20, 30, or 40 2 pts: to 50 or beyond</p>									
<b>1d FALL:</b> Counts by tens to 100	K.CC.1	<p>0 pts: to 20 or less 1 pt: to 30, 40, or 50 2 pts: to 60 or beyond</p>									
<b>1d WINTER:</b> Counts by tens to 100	K.CC.1	<p>0 pts: to 30 or less 1 pt: to 40, 50, or 60 2 pts: to 70 or beyond</p>									
<b>1d SPRING:</b> Counts by tens to 100	K.CC.1	<p>0 pts: to 40 or less 1 pt: between 50 and 90 2 pts: to 100</p>									

Task	CCSS	Points Possible	Students' Names					Support Resources
<b>2 BASELINE:</b> Names the number that is one less or one more than any number given verbally up to 120	1.OA.5	<p><b>0 pts:</b> Cannot perform the task at all</p> <p><b>1 pt:</b> Names numbers after but not before 7, 18, 5, 12</p> <p><b>2 pts:</b> Names numbers before and after 7, 18, 5, 12</p> <p><b>3 pts:</b> Names numbers after but not before 40, 79, 50, 69</p> <p><b>4 pts:</b> Names numbers before and after 40, 79, 50, 69</p>					<p><b>Kindergarten Supplement Sets</b></p> <p>A1 Counting on the Number Line, Activity 1</p> <p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120, Activity 1</p> <p><b>See G1 Practice Book</b> for relevant practice pages.</p>	
<b>2 FALL:</b> Names the number that is one less or one more than any number given verbally up to 120	1.OA.5	<p><b>0 pts:</b> Cannot perform the task at all</p> <p><b>1 pt:</b> Names numbers after but not before 7, 18, 5, 12</p> <p><b>2 pts:</b> Names numbers before and after 7, 18, 5, 12</p> <p><b>3 pts:</b> Names numbers after but not before 40, 79, 50, 69</p> <p><b>4 pts:</b> Names numbers before and after 40, 79, 50, 69</p>						
<b>2 WINTER:</b> Names the number that is one less or one more than any number given verbally up to 120	1.OA.5	<p><b>0 pts:</b> Names numbers before and after 7, 18, 5, 12</p> <p><b>1 pt:</b> Names numbers after but not before 40, 79, 50, 69</p> <p><b>2 pts:</b> Names numbers before and after 40, 79, 50, 69</p> <p><b>3 pts:</b> Names numbers after but not before 79, 100</p> <p><b>4 pts:</b> Names numbers before and after 79, 100</p>						
<b>2 SPRING:</b> Names the number that is one less or one more than any number given verbally up to 120	1.OA.5	<p><b>0 pts:</b> Names numbers before and after 40, 79, 50, 69</p> <p><b>1 pt:</b> Names numbers after but not before 79, 100</p> <p><b>2 pts:</b> Names numbers before and after 79, 100</p> <p><b>3 pts:</b> Names numbers after but not before 110, 120</p> <p><b>4 pts:</b> Names numbers before and after 110, 120</p>						
<b>3 BASELINE:</b> Read aloud numerals from 0–120	1.NBT.1	<p><b>0 pts:</b> Cannot read any of the numerals</p> <p><b>1 pt:</b> Reads numerals to 12 (0, 4, 7, 9, 10, 12)</p> <p><b>2 pts:</b> Reads numerals to 31 (all cards to 31)</p>					<p><b>Kindergarten Supplement Sets</b></p> <p>A1 Counting on the Number Line, Activity 1</p>	
<b>3 FALL:</b> Read aloud numerals from 0–120	1.NBT.1	<p><b>0 pts:</b> Reads numerals to 12 (0, 4, 7, 9, 10, 12)</p> <p><b>1 pt:</b> Reads numerals to 31 (all cards to 31)</p> <p><b>2 pts:</b> Reads numerals to 72 (all cards to 72)</p>					<p><b>Kindergarten Work Places</b></p> <p>1J, 1O, 2A, 2C, 2F, 2G</p> <p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120, Act. 1–4</p> <p>A2 Numerals to 1,000, Act. 1–3</p> <p>A5 Place Value, Act. 1–3</p> <p><b>Grade 1 Support Activities</b></p> <p>4C, 7B, 10C</p> <p><b>See G1 Practice Book</b> for relevant practice pages.</p>	
<b>3 WINTER:</b> Read aloud numerals from 0–120	1.NBT.1	<p><b>0 pts:</b> Reads numerals to 31 (all cards to 31)</p> <p><b>1 pt:</b> Reads num. to 72 (all cards to 72)</p> <p><b>2 pts:</b> Reads numerals to 100 (all cards to 100)</p>						
<b>3 SPRING:</b> Read aloud numerals from 0–120	1.NBT.1	<p><b>0 pts:</b> Reads num. to 72 (all cards to 72)</p> <p><b>1 pt:</b> Reads numerals to 100 (all cards to 100)</p> <p><b>2 pts:</b> Reads numerals to 302 (all cards)</p>						

Task	CCSS	Points Possible	Students' Names					Support Resources
			BL	BL	BL	BL	BL	
<b>4 Composes and Decomposes Numbers to Ten</b>	1.OA.6	<b>0 pts:</b> Can't perform the tasks with 3 cubes <b>1 pt:</b> Can perform the tasks with 4 and 5 cubes <b>2 pts:</b> Can perform the tasks with 6 and 7 cubes <b>3 pts:</b> Can perform the tasks 8 and 9 cubes <b>4 pts:</b> Can perform the tasks with 10 cubes	BL	BL	BL	BL	BL	
			F	F	F	F	F	
			W	W	W	W	W	
			S	S	S	S	S	
<b>5 FALL: Applies and explains strategies to compute addition facts for sums to 20.</b>	1.OA.3 1.OA.5 1.OA.6	<b>0 pts:</b> Uses direct model strategy, but is unable to get the correct total for either 3 + 2 or 5 + 4 <b>1 pt:</b> Uses direct model strategy to solve 3 + 2 correctly; misses 5 + 4 or cannot tackle it <b>2 pts:</b> Uses direct model strategy to solve 3 + 2 and 5 + 4 correctly. (9 + 5 not offered at this point.) <b>3 pts:</b> Counts on to solve 3 + 2 and 5 + 4; misses 9 + 5 or cannot tackle it. <b>4 pts:</b> Counts on to solve all 3 facts						
<b>5 WINTER: Applies and explains strategies to compute addition facts for sums to 20.</b>	1.OA.3 1.OA.5 1.OA.6	<b>0 pts:</b> Uses direct model strategy to solve 3 + 2 correctly; misses 5 + 4 or cannot tackle it <b>1 pt:</b> Uses direct model strategy to solve 3 + 2 and 5 + 4 correctly. (9 + 5 not offered at this point.) <b>2 pts:</b> Counts on to solve 3 + 2 and 5 + 4; misses 9 + 5 or cannot tackle it. <b>3 pts:</b> Counts on to solve all 3 facts <b>4 pts:</b> Uses derived fact strategy to solve one fact or more						
<b>5 SPRING: Applies and explains strategies to compute addition facts for sums to 20.</b>	1.OA.3 1.OA.5 1.OA.6	<b>0 pts:</b> Uses direct model strategy to solve 3 + 2 and 5 + 4 correctly. (9 + 5 not offered at this point.) <b>1 pt:</b> Counts on to solve 3 + 2 and 5 + 4; misses 9 + 5 or cannot tackle it. <b>2 pts:</b> Counts on to solve all 3 facts <b>3 pts:</b> Uses derived fact strategy to solve one fact or more <b>4 pts:</b> Uses derived fact strategy to solve two facts or more						

Task	CCSS	Points Possible	Students' Names					Support Resources
<b>6 FALL: Applies and explains strategies to compute subtraction facts to 18.</b>	1.OA.3 1.OA.5 1.OA.6	<b>0 pts:</b> Adds instead of subtracting; seems to have little or no understanding of subtraction OR attempts to use a direct model strategy but is unable to get the correct answer <b>1 pt:</b> Uses direct model strategy to solve 6 – 3 correctly; misses 8 – 5 or cannot tackle it <b>2 pts:</b> Uses direct model strategy to solve 6 – 3 and 8 – 5 correctly. (11 – 6 not offered at this point.)					<b>Kindergarten Supplement Sets</b> A4 Add & Subtract, Act. 1, 7, 8 (These activities support the development of counting on and counting backwards.) <b>Grade 1 Supplement Sets</b> A3 Add/Subtract on the Number Line, Act. 1–3 A4 Equivalent Names, Act. 1, 2 B1 Properties & Relationships, Act. 1–3 and Worksheets 1–3 <b>Grade 1 Work Places</b> 2I, 2J <b>Grade 1 Support Activities</b> 3C, 6D, 7C <b>See G1 Practice Book</b> for relevant practice pages.	
<b>6 WINTER:</b> Applies and explains strategies to compute subtraction facts to 18.	1.OA.3 1.OA.5 1.OA.6	<b>0 pts:</b> Uses direct model strategy to solve 6 – 3 correctly; misses 8 – 5 or cannot tackle it <b>1 pt:</b> Uses direct model strategy to solve 6 – 3 and 8 – 5 correctly. (11 – 6 not offered at this point.) <b>2 pts:</b> Uses counting, derived fact, or instant recall to solve one of the facts; uses direct model for the others.						
<b>6 SPRING:</b> Applies and explains strategies to compute subtraction facts to 18.	1.OA.3 1.OA.5 1.OA.6	<b>0 pts:</b> Uses direct model strategy to solve 6 – 3 and 8 – 5 correctly. (11 – 6 not offered at this point.) <b>1 pt:</b> Uses counting, derived fact, or instant recall to solve two of the facts; uses direct model for the other <b>2 pts:</b> Uses counting, derived fact, or instant recall to solve all three facts.						
<b>7 FALL: Understands that the 4 in 14 means 4 ones and that the 1 in 14 means 10 ones</b>	1.NBT.2	<b>1 pt:</b> Performs the first 3 tasks correctly; shows 1 cube when asked to demonstrate the meaning of the 1 in 14, and is completely unconcerned about the rest of the cubes (the 9 that remain unaccounted for) <b>2 pts:</b> Performs the first 3 tasks correctly; shows 1 cube when asked to demonstrate the meaning of the 1 in 14, and is puzzled by the rest of the cubes (the 9 that remain unaccounted for)					<b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Activity 3 A5 Place Value <b>Grade 1 Work Places</b> 1D, 1I, 1J, 2I, 2J <b>Grade 1 Unit 4</b> , pp. 472–473, Help. a Skual Grade 1 Number Corner Wed. Workouts: Sep, Nov, Dec, Feb <b>Grade 1 Support Activities</b> 4C, 7B, 10B	
<b>7 WINTER:</b> Understands that the 4 in 14 means 4 ones and that the 1 in 14 means 10 ones	1.NBT.2	<b>3 pts:</b> Performs the first 3 tasks correctly; shows 10 cubes when asked to demonstrate the meaning of the 1 in 14, but becomes confused and reverts back to 1 cube when pressed.						
<b>7 SPRING:</b> Understands that the 4 in 14 means 4 ones and that the 1 in 14 means 10 ones	1.NBT.2	<b>4 pts:</b> Performs the first 3 tasks correctly; shows 10 cube when asked to demonstrate the meaning of the 1 in 14, and is able to explain when questioned that the 1 in 14 means ten, or 1 group of ten.						
<b>Total Score (Baseline)</b>		<b>16 pts.</b>						
<b>Total Score (Fall)</b>		<b>26 pts.</b>						
<b>Total Score (Winter)</b>		<b>26 pts.</b>						
<b>Total Score (Spring)</b>		<b>26 pts.</b>						
<b>Baseline Scoring Guide</b>		<b>Meeting Standard:</b> 12–16 pts (75–100% correct) <b>Strategic:</b> 4–7 pts. (25–49% correct)					<b>Approaching Standard:</b> 8–11 pts. (50–74% correct) <b>Intensive:</b> 3 pts or less (24% or less correct)	
<b>Fall, Winter &amp; Spring Scoring Guide</b>		<b>Meeting Standard:</b> 20–26 pts. (75–100% correct) <b>Strategic:</b> 7–12 pts. (25–49% correct)					<b>Approaching Standard:</b> 13–19 pts. (50–74% correct) <b>Intensive:</b> 6 pts or less (24% or less correct)	

## Yearlong Skills Paper/Pencil Assessment: Instructions to the Teacher

### Overview

Four times during the school year, starting in September, students spend two Number Corner periods completing a 2-page written assessment in place of regular workouts. Although the format of the assessment will remain the same throughout the year, the challenge level of the items will increase to reflect reasonable expectations for each assessment period. This set of instructions is geared to the Baseline Edition, but applies to each of the other 3 assessments as well.

### Timing

- Baseline Edition: Sometime within the first 2–3 weeks of school during Number Corner
- Fall Edition: Sometime toward the end of November during Number Corner
- Winter Edition: Sometime toward the middle of March during Number Corner
- Spring Edition: Sometime toward the end of May during Number Corner

### Skills

- counting by ones forward and backward from 1 to 120 (1.NBT.1)
- writing, comparing, and ordering numbers to 120 (1.NBT.3)
- relate counting to subtraction by counting backward (1.OA.5)

### You'll need

- Grade 1 Yearlong Skills Paper/Pencil Assessment, pp 1–2 (run 1 copy of each sheet on a display master; run a class set of the two pages back-to-back)
- Grade 1 Yearlong Skills Paper/Pencil Assessment Class Checklist (run several copies)
- a piece of paper to mask parts of the display master

**Note:** Provide a privacy screen for each child, or have students sit at a fair distance from one another so copying isn't an issue.


### Yearlong Skills Paper/Pencil Assessment: page 1

At the start of the Number Corner period you have selected for the first day of testing, distribute a copy of the assessment to students. Give them a minute to look at page 1 and examine the tasks. Then place a copy of the sheet on the overhead projector or document camera, and cover all but the first task. Help students write their name and the date at the top of the sheet by modeling on your own sheet. Next, ask students to write the numbers 1 through 10 in the row of empty boxes at the top of the sheet. Demonstrate by writing the numerals 1–3 on your own sheet as students watch. Reassure them that it's okay if they're not yet sure how to write all the numerals to 10. Ask them to do their best, and tell them that it will help you do a better job of teaching them if you know what they can and cannot do right now. When they understand what to do, turn off the overhead or document camera, and give students a few minutes to work.

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**Yearlong Skills Paper/Pencil Assessment: Baseline** page 1 of 2


1. Write the numerals 1 through 10 in the boxes below.

										
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As students finish writing the numbers to 10, ask them to lay their pencils down so you can tell they are finished. Then turn the projector or camera on again, and direct students' attention to the first task under problem 2, marked with a leaf. Explain that this is a practice problem, and you will all work together to solve it. Then work with input from the class to count forward by 1's and fill in the numbers that are missing from the sequence.


2. Count forward to fill in the missing numbers.

 Practice 2, 3, 4, _____, _____, 7, _____, _____
---

**Teacher** Please find the row that starts with a leaf. Put your finger on the leaf. This is our time to practice together. In this row, you'll need to count forward by ones to fill in the missing numbers. Let's say the first numbers in the leaf row together. Ready? 2, 3, 4, what comes next when you keep counting? Right, it's 5. Let's all write a 5 together, right after the 4. What comes next after 5? Yep, it's 6. Let's write a 6 together. I'll work on my sheet up here, and you work on your paper. What comes next after 6? Yes, it's 7, and it's already written in for you. What number do we need to write next? You're right, it's 8. And what comes next after 8 when you count forward? Yes, it's 9. Let's all write 9 on the last line in the leaf row.


When you have completed the practice row together, ask students to count forward to fill in the missing numbers in the ladybug, and then the mouse row. Have them work independently on these tasks and lay their pencils down when they have completed both rows.

a.  3, _____, 5, 6, _____, 8, _____, _____
---

b.  11, _____, 13, _____, _____, 16, _____, 18
---

Next, draw students' attention to the row on the page marked with a package. Explain the task and model counting and writing backwards by 1's from 10 at the overhead or document camera as students work on their own sheets.

3. Count backward to fill in the missing numbers.

 Practice 10, 9, 8, _____, _____, 5, _____, _____
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## Scoring the Yearlong Skills Paper/Pencil Assessment

You can use the checklist shown below (full size version included in this collection) to compile assessment results and get an overview of students' strengths, as well as areas in which they will need more work.

Grade 1 Yearlong Skills Paper/Pencil Assessment: Baseline A & B Class Checklist				Students' Names					
Item	CCSS	Points Possible	Support						
1 Writes numerals 1–10	1.NBT.1	<b>0 pts:</b> Not all the numerals entered OR <b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR <b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR <b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals	<b>Kindergarten Work Places 1O</b> <b>Kindergarten Supplement Sets</b> Set A4 Addition & Subtraction <b>Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35, 36</b>	A	A	A	A	A	A
				B	B	B	B	B	B
2a. Counts and writes by 1's forward to 20 from 3 or more	1.NBT.1	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Kindergarten Work Places 1J, 1O, 2A, 2D, 2H, 2J, 2I, 2F</b> <b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line Set A6 One Dot, Many Dots Cal. Pattern <b>Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35–39, 48</b>	A	A	A	A	A	A
				B	B	B	B	B	B
2b. Counts and writes by 1's forward to 20 from 3 or more	1.NBT.1	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)		A	A	A	A	A	A
				B	B	B	B	B	B
3a. Counts and writes by 1's backward from 11 and less	1.OA.5	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line <b>Kindergarten Practice Book Page 35</b>	A	A	A	A	A	A
				B	B	B	B	B	B
3b. Counts and writes by 1's backward from 11 and less	1.OA.5	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)		A	A	A	A	A	A
				B	B	B	B	B	B
4a–c Compares numbers to 10 (identifies the number in each pair that is more)	K.CC.7	<b>3 pts</b> (1 pt for each correct response)	<b>Kindergarten Work Places 1M, 1P</b> <b>Kindergarten Supplement Sets</b> Set A4 Addition & Subtraction Set A6 One Dot, Many Dots Cal. Pattern <b>Kindergarten Practice Book Pages 26, 28, 30, 31</b>	A	A	A	A	A	A
				B	B	B	B	B	B
5a–c Compares numbers to 10 (identifies the number in each pair that is less)	K.CC.7	<b>3 pts</b> (1 pt for each correct response)		A	A	A	A	A	A
				B	B	B	B	B	B
6 Orders numbers to 10 from least to most	K.CC.7	<b>5 pts</b> (1 pt for each correct number in the sequence)	<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line <b>Kindergarten Practice Book Pages 16, 27, 35, 50, 51, 70</b>	A	A	A	A	A	A
				B	B	B	B	B	B
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>		A	A	A	A	A	A
				B	B	B	B	B	B

\* Meeting Standard (Baseline): 23 – 30 points (75 – 100% correct)  
Strategic (Baseline): 8 – 14 points (25 – 49% correct)

Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
Intensive: 7 points or fewer (24% or less correct)

Although you will provide additional instruction in reading, writing, comparing, and ordering numerals to 120 throughout the school year, the skills on the baseline edition of this assessment are typical of year-end expectations for kindergartners. If some of your first graders score less than half the points possible, you may want to refer to the support suggestions on the checklist to provide them with extra help in skills with which they may be struggling. Too, students who score less than a quarter of the possible points may be candidates for special services.

Note: The Fall, Winter, and Spring “editions” of this assessment are formatted, administered, and scored just like the Baseline. The numbers in assessment items 2–6 change through the year, however, to reflect the increasing level of proficiency expected of first graders as the year progresses.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Baseline A page 1 of 2

1. Write the numerals 1 through 10 in the boxes below.



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2. Count forward to fill in the missing numbers.



Practice 2, 3, 4, \_\_\_\_\_, \_\_\_\_\_, 7, \_\_\_\_\_, \_\_\_\_\_

a.



3, \_\_\_\_\_, 5, 6, \_\_\_\_\_, 8, \_\_\_\_\_, \_\_\_\_\_

b.



11, \_\_\_\_\_, 13, \_\_\_\_\_, \_\_\_\_\_, 16, \_\_\_\_\_, 18

3. Count backward to fill in the missing numbers.



Practice 10, 9, 8, \_\_\_\_\_, \_\_\_\_\_, 5, \_\_\_\_\_, \_\_\_\_\_

a.



7, \_\_\_\_\_, 5, 4, \_\_\_\_\_, 2, \_\_\_\_\_, \_\_\_\_\_

b.



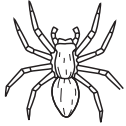
8, \_\_\_\_\_, 6, \_\_\_\_\_, \_\_\_\_\_, 3, \_\_\_\_\_, 1

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Baseline A page 2 of 2

4. Circle the number in each pair that is **more**.



a.

8	6
---	---

b.

7	10
---	----

c.

3	0
---	---

5. Circle the number in each pair that is **less**.



a.

10	5
----	---


b.


2	3
---	---

c.

4	1
---	---

6. These numbers are mixed up! Write them in order from least to most on the lines.

Practice	5	3	4	1	2
	_____	_____	_____	_____	_____
	least				most

	7	9	10	8	6
	_____	_____	_____	_____	_____
	least				most

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Baseline B page 1 of 2

1. Write the numerals 1 through 10 in the boxes below.



--	--	--	--	--	--	--	--	--	--

2. Count forward to fill in the missing numbers.



Practice 2, 3, 4, \_\_\_\_\_, \_\_\_\_\_, 7, \_\_\_\_\_, \_\_\_\_\_

a.



5, \_\_\_\_\_, 7, 8, \_\_\_\_\_, 10, \_\_\_\_\_, \_\_\_\_\_

b.



13, \_\_\_\_\_, 15, \_\_\_\_\_, \_\_\_\_\_, 18, \_\_\_\_\_, 20

3. Count backward to fill in the missing numbers.



Practice 10, 9, 8, \_\_\_\_\_, \_\_\_\_\_, 5, \_\_\_\_\_, \_\_\_\_\_

a.



9, \_\_\_\_\_, 7, 6, \_\_\_\_\_, 4, \_\_\_\_\_, \_\_\_\_\_

b.



11, \_\_\_\_\_, 9, \_\_\_\_\_, \_\_\_\_\_, 6, \_\_\_\_\_, 4

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Baseline B page 2 of 2

4. Circle the number in each pair that is **more**.



a.

4	7
---	---

b.

8	3
---	---

c.

0	10
---	----

5. Circle the number in each pair that is **less**.



a.

9	3
---	---


b.


4	8
---	---

c.

1	0
---	---

6. These numbers are mixed up! Write them in order from least to most on the lines.

Practice	5	3	4	1	2
	_____	_____	_____	_____	_____
	least				most

	8	4	6	5	7
	_____	_____	_____	_____	_____
	least				most

Grade 1 Yearlong Skills Paper/Pencil Assessment: Baseline A & B Class Checklist

Students' Names

Item	CCSS	Points Possible	Support						
1 Writes numerals 1–10	1.NBT.1	<p><b>0 pts:</b> Not all the numerals entered OR</p> <p><b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR</p> <p><b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR</p> <p><b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals</p>	<p><b>Support</b></p> <p>Kindergarten Work Places 1O                      Kindergarten Supplement Sets                      Set A4 Addition &amp; Subtraction                      Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35, 36</p>	A	A	A	A	A	A
2a. Counts and writes by 1's forward to 20 from 3 or more	1.NBT.1	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>	<p>Kindergarten Work Places 1J, 1O, 2A, 2D, 2H, 2J, 2I, 2F                      Kindergarten Supplement Sets</p>	A	A	A	A	A	A
2b. Counts and writes by 1's forward to 20 from 3 or more	1.NBT.1	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)</p>	<p>A1 Counting on the Number Line                      Set A6 One Dot, Many Dots Cal. Pattern                      Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35–39, 48</p>	A	A	A	A	A	A
3a. Counts and writes by 1's backward from 11 and less	1.OA.5	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>	<p>Kindergarten Supplement Sets                      A1 Counting on the Number Line                      Kindergarten Practice Book Page 35</p>	A	A	A	A	A	A
3b. Counts and writes by 1's backward from 11 and less	1.OA.5	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>		A	A	A	A	A	A
4a-c Compares numbers to 10 (identifies the number in each pair that is more)	K.CC.7	<p><b>3 pts</b> (1 pt for each correct response)</p>	<p>Kindergarten Work Places 1M, 1P                      Kindergarten Supplement Sets                      Set A4 Addition &amp; Subtraction</p>	A	A	A	A	A	A
5a-c Compares numbers to 10 (identifies the number in each pair that is less)	K.CC.7	<p><b>3 pts</b> (1 pt for each correct response)</p>	<p>Set A6 One Dot, Many Dots Cal. Pattern                      Kindergarten Practice Book Pages 26, 28, 30, 31</p>	A	A	A	A	A	A
6 Orders numbers to 10 from least to most	K.CC.7	<p><b>5 pts</b> (1 pt for each correct number in the sequence)</p>	<p>Kindergarten Supplement Sets                      A1 Counting on the Number Line                      Kindergarten Practice Book Pages 16, 27, 35, 50, 51, 70</p>	A	A	A	A	A	A
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>		A	A	A	A	A	A
				B	B	B	B	B	B

\* Meeting Standard (Baseline): 23 – 30 points (75 – 100% correct)  
 Strategic (Baseline): 8 – 14 points (25 – 49% correct)  
 Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
 Intensive: 7 points or fewer (24% or less correct)

Note: The Kindergarten Supplement Sets and Practice Book pages listed above can be accessed and downloaded for free at the Math Learning Center web site. Go to [www.mathlearningcenter.org](http://www.mathlearningcenter.org), and click on the Bridges Support for Teachers button on the home page. When you get to the general support page, find the Kindergarten link. Then find the Supplements and Practice Pages link on the Kindergarten page.

Grade 1, Yearlong Skills Paper/Pencil Assessment: Baseline Class Checklist (1 sheet, use for recording the results of both Baseline Versions A and B)



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Fall A page 1 of 2

1. Write the numerals 1 through 10 in the boxes below.



--	--	--	--	--	--	--	--	--	--

2. Count forward to fill in the missing numbers.



Practice 10, 11, 12, \_\_\_\_\_, \_\_\_\_\_, 15, \_\_\_\_\_, \_\_\_\_\_

a.



18, \_\_\_\_\_, \_\_\_\_\_, 21, \_\_\_\_\_, 23, \_\_\_\_\_

b.



29, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 33, \_\_\_\_\_, 35

3. Count backward to fill in the missing numbers.



Practice 9, 8, \_\_\_\_\_, \_\_\_\_\_, 5, \_\_\_\_\_, \_\_\_\_\_

a.



17, \_\_\_\_\_, 15, 14, \_\_\_\_\_, 12, \_\_\_\_\_, \_\_\_\_\_

b.



33, \_\_\_\_\_, 31, \_\_\_\_\_, \_\_\_\_\_, 28, \_\_\_\_\_, 26

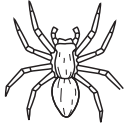
NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Fall A page 2 of 2

4. Circle the number in each pair that is **more**.

a.



31 13

b.

18 32

c.

30 12

5. Circle the number in each pair that is **less**.

a.



21 12

b.

20 19

c.

35 31

6. These numbers are mixed up! Write them in order from least to most on the lines.

Practice

8

10

12

9

11



\_\_\_\_\_ least

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ most



17

21

19

20

18

\_\_\_\_\_ least

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ most

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Fall B page 1 of 2

1. Write the numerals 1 through 10 in the boxes below.



--	--	--	--	--	--	--	--	--	--

2. Count forward to fill in the missing numbers.



Practice 10, 11, 12, \_\_\_\_\_, \_\_\_\_\_, 15, \_\_\_\_\_, \_\_\_\_\_



19, \_\_\_\_\_, \_\_\_\_\_, 22, \_\_\_\_\_, 24, \_\_\_\_\_



27, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, 31, \_\_\_\_\_, 33

3. Count backward to fill in the missing numbers.



Practice 9, 8, \_\_\_\_\_, \_\_\_\_\_, 5, \_\_\_\_\_, \_\_\_\_\_



15, \_\_\_\_\_, 13, 12, \_\_\_\_\_, 10, \_\_\_\_\_, \_\_\_\_\_



31, \_\_\_\_\_, 29, \_\_\_\_\_, \_\_\_\_\_, 26, \_\_\_\_\_, 24

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Fall B page 2 of 2

4. Circle the number in each pair that is **more**.

a.



21	12
----	----

b.

19	31
----	----

c.

20	18
----	----

5. Circle the number in each pair that is **less**.

a.



23	32
----	----


b.


30	29
----	----

c.

36	28
----	----

6. These numbers are mixed up! Write them in order from least to most on the lines.

Practice	8	10	12	9	11
	_____	_____	_____	_____	_____
	least				most

	19	21	20	23	22
	_____	_____	_____	_____	_____
	least				most

Grade 1 Yearlong Skills Paper/Pencil Assessment: Fall A & B Class Checklist

Students' Names

Item	CCSS	Points Possible	Support						
1 Writes numerals 1–10	1.NBT.1	<p><b>0 pts:</b> Not all the numerals entered OR</p> <p><b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR</p> <p><b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR</p> <p><b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals</p>	<p><b>Support</b></p> <p><b>Kindergarten Work Places 10</b></p> <p><b>Kindergarten Supplement Sets</b></p> <p><b>Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35, 36</b></p>	A	A	A	A	A	A
2a. Counts and writes by 1's forward to 35, starting at 18 or more.	1.NBT.1	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>	<p><b>Kindergarten Work Places 2A, 2D, 2H, 2J, 2I, 2L, 2M</b></p> <p><b>Kindergarten Supplement Sets</b></p> <p>A1 Counting on the Number Line</p> <p>Set A6 One Dot, Many Dots Cal. Pattern</p> <p><b>Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35–39, 48</b></p>	A	A	A	A	A	A
2b. Counts and writes by 1's forward to 35, starting at 18 or more.	1.NBT.1	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)</p>		A	A	A	A	A	A
3a. Counts and writes by 1's backward from 33 or less	1.OA.5	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>	<p><b>Kindergarten Supplement Sets</b></p> <p>A1 Counting on the Number Line</p> <p><b>Kindergarten Practice Book Page 35</b></p>	A	A	A	A	A	A
3b. Counts and writes by 1's backward from 33 or less	1.OA.5	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>		B	B	B	B	B	B
4a-c Compares numbers to 32 (identifies the number in each pair that is more)	1.NBT.3	<p><b>3 pts</b> (1 pt for each correct response)</p>	<p><b>Kindergarten Work Places 1M, 1P</b></p> <p><b>Kindergarten Supplement Sets</b></p> <p>Set A4 Addition &amp; Subtraction</p> <p>Set A6 One Dot, Many Dots Cal. Pattern</p> <p><b>Kindergarten Practice Book Pages 26, 28, 30, 31</b></p>	A	A	A	A	A	A
5a-c Compares numbers to 36 (identifies the number in each pair that is less)	1.NBT.3	<p><b>3 pts</b> (1 pt for each correct response)</p>		B	B	B	B	B	B
6 Orders numbers between 17 and 23 from least to most	1.NBT.3	<p><b>5 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)</p>		A	A	A	A	A	A
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>		A	A	A	A	A	A

\* Meeting Standard (Baseline): 23 – 30 points (75 – 100% correct)  
 Strategic (Baseline): 8 – 14 points (25 – 49% correct)  
 Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
 Intensive: 7 points or fewer (24% or less correct)

Note: The Kindergarten Supplement Sets and Practice Book pages listed above can be accessed and downloaded for free at the Math Learning Center web site. Go to [www.mathlearningcenter.org](http://www.mathlearningcenter.org), and click on the Bridges Support for Teachers button on the home page. When you get to the general support page, find the Kindergarten link. Then find the Supplements and Practice Pages link on the Kindergarten page.

Grade 1, Yearlong Skills Paper/Pencil Assessment: Fall Class Checklist (1 sheet, use for recording the results of both Fall Versions A and B)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Winter A page 1 of 2

1. Write the numerals 1 through 10 in the boxes below.



--	--	--	--	--	--	--	--	--	--

2. Count forward to fill in the missing numbers.



Practice 29, \_\_\_\_\_, 31, \_\_\_\_\_, \_\_\_\_\_, 34, \_\_\_\_\_

a.



69, \_\_\_\_\_, \_\_\_\_\_, 72, \_\_\_\_\_, 74, \_\_\_\_\_

b.



94, \_\_\_\_\_, 96, \_\_\_\_\_, 98, \_\_\_\_\_, \_\_\_\_\_

3. Count backward to fill in the missing numbers.



Practice 41, 40, \_\_\_\_\_, \_\_\_\_\_, 37, \_\_\_\_\_, \_\_\_\_\_

a.



73, \_\_\_\_\_, 71, 70, \_\_\_\_\_, 68, \_\_\_\_\_, \_\_\_\_\_

b.



91, \_\_\_\_\_, 89, \_\_\_\_\_, \_\_\_\_\_, 86, \_\_\_\_\_, 84

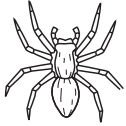
NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Winter A page 2 of 2

4. Circle the number in each pair that is **more**.

a.



75 57

b.

18 80

c.

61 16

5. Circle the number in each pair that is **less**.

a.



89 97

b.

99 90

c.

63 36

6. These numbers are mixed up! Write them in order from least to most on the lines.

Practice

54

42

23

17

36



\_\_\_\_\_ least

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ most



67

31

52

45

77

\_\_\_\_\_ least

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ most

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Winter B page 1 of 2

1. Write the numerals 1 through 10 in the boxes below.



--	--	--	--	--	--	--	--	--	--

2. Count forward to fill in the missing numbers.



Practice 29, \_\_\_\_\_, 31, \_\_\_\_\_, \_\_\_\_\_, 34, \_\_\_\_\_



78, \_\_\_\_\_, \_\_\_\_\_, 81, \_\_\_\_\_, 83, \_\_\_\_\_



89, \_\_\_\_\_, 91, \_\_\_\_\_, 93, \_\_\_\_\_, \_\_\_\_\_

3. Count backward to fill in the missing numbers.



Practice 41, 40, \_\_\_\_\_, \_\_\_\_\_, 37, \_\_\_\_\_, \_\_\_\_\_



84, \_\_\_\_\_, 82, 81, \_\_\_\_\_, 79, \_\_\_\_\_, \_\_\_\_\_



73, \_\_\_\_\_, 71, \_\_\_\_\_, \_\_\_\_\_, 68, \_\_\_\_\_, 66



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Winter B page 2 of 2

4. Circle the number in each pair that is **more**.



a.

86	68
----	----

b.

19	91
----	----

c.

71	69
----	----

5. Circle the number in each pair that is **less**.



a.

79	82
----	----


b.


98	89
----	----

c.

17	70
----	----

6. These numbers are mixed up! Write them in order from least to most on the lines.

Practice	54	42	23	17	36
	_____	_____	_____	_____	_____
	least				most

	69	33	54	47	79
	_____	_____	_____	_____	_____
	least				most

Grade 1 Yearlong Skills Paper/Pencil Assessment: Winter A & B Class Checklist Students' Names

Item	CCSS	Points Possible	Support					
1 Writes numerals 1–10	1.NBT.1	<p><b>0 pts:</b> Not all the numerals entered OR</p> <p><b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR</p> <p><b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR</p> <p><b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals</p>	<p><b>Support</b></p> <p><b>Grade 1 Work Places 1G, 1K, 2C</b></p> <p><b>Grade 1 Practice Book Pages 1, 2, 11, 13</b></p>	A	A	A	A	A
2a. Counts and writes by 1's forward from 69 or more	1.NBT.1	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>	<p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120</p> <p><b>Grade 1 Practice Book Pages 22, 39, 42, 43, 46, 69, 70, 71, 72</b></p> <p><b>Grade 1 Support Activities 4C, 7B, 10B</b></p>	A	A	A	A	A
2b. Counts and writes by 1's forward from 89 or more	1.NBT.1	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)</p>		B	B	B	B	B
3a. Counts and writes by 1's backward from 84 or less	1.OA.5	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>	<p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120</p> <p><b>Grade 1 Practice Book Page 22</b></p>	A	A	A	A	A
3b. Counts and writes by 1's backward from 91 or less	1.OA.5	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>		B	B	B	B	B
4a-c Compares numbers between 16 and 86 (identifies the number in each pair that is more)	1.NBT.3	<p><b>3 pts</b> (1 pt for each correct response)</p>	<p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120</p> <p>A5 Place Value</p> <p><b>Grade 1 Practice Book Page 39</b></p>	A	A	A	A	A
5a-c Compares numbers between 17 and 99 (identifies the number in each pair that is less)	1.NBT.3	<p><b>3 pts</b> (1 pt for each correct response)</p>		B	B	B	B	B
6 Orders non-consecutive numbers between 31 and 79 from least to most	1.NBT.3	<p><b>5 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)</p>	<p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120</p> <p>A5 Place Value</p> <p><b>Grade 1 PB Pages 11, 15, 30, 42</b></p>	A	A	A	A	A
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>		B	B	B	B	B

\* Meeting Standard (Baseline): 23 – 30 points (75 – 100% correct) Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
 Strategic (Baseline): 8 – 14 points (25 – 49% correct) Intensive: 7 points or fewer (24% or less correct)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Spring A page 1 of 2

1. Write the numerals 1 through 10 in the boxes below.



--	--	--	--	--	--	--	--	--	--

2. Count forward to fill in the missing numbers.



Practice 79, \_\_\_\_\_, 81, \_\_\_\_\_, \_\_\_\_\_, 84, \_\_\_\_\_



73, \_\_\_\_\_, \_\_\_\_\_, 76, \_\_\_\_\_, 78, 79, \_\_\_\_\_



89, \_\_\_\_\_, 91, \_\_\_\_\_, 93, \_\_\_\_\_, \_\_\_\_\_

3. Count backward to fill in the missing numbers.



Practice 75, 74, \_\_\_\_\_, \_\_\_\_\_, 71, \_\_\_\_\_, \_\_\_\_\_



95, \_\_\_\_\_, 93, 92, \_\_\_\_\_, 90, \_\_\_\_\_, \_\_\_\_\_



83, \_\_\_\_\_, 81, \_\_\_\_\_, \_\_\_\_\_, 78, \_\_\_\_\_, 76

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Spring A page 2 of 2

4. Circle the number in each pair that is **more**.

a.



82 28

b.

19 90

c.

71 17

5. Circle the number in each pair that is **less**.

a.



88 91

b.

89 98

c.

72 67

6. These numbers are mixed up! Write them in order from least to most on the lines.

Practice

44

32

13

58

26



\_\_\_\_\_

least

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

most



77

91

42

35

89

\_\_\_\_\_

least

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

most

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Spring B page 1 of 2

1. Write the numerals 1 through 10 in the boxes below.



--	--	--	--	--	--	--	--	--	--

2. Count forward to fill in the missing numbers.



Practice 79, \_\_\_\_\_, 81, \_\_\_\_\_, \_\_\_\_\_, 84, \_\_\_\_\_

a.



83, \_\_\_\_\_, \_\_\_\_\_, 86, \_\_\_\_\_, 88, \_\_\_\_\_

b.



79, \_\_\_\_\_, 81, \_\_\_\_\_, 83, \_\_\_\_\_, \_\_\_\_\_

3. Count backward to fill in the missing numbers.



Practice 75, 74, \_\_\_\_\_, \_\_\_\_\_, 71, \_\_\_\_\_, \_\_\_\_\_

a.



96, \_\_\_\_\_, 94, 93, \_\_\_\_\_, 91, \_\_\_\_\_, \_\_\_\_\_

b.



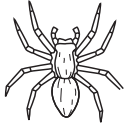
84, \_\_\_\_\_, 82, \_\_\_\_\_, \_\_\_\_\_, 79, \_\_\_\_\_, 77

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Yearlong Skills Paper/Pencil Assessment: Spring B page 2 of 2

4. Circle the number in each pair that is **more**.



a.

93	39
----	----

b.

16	60
----	----

c.

41	14
----	----

5. Circle the number in each pair that is **less**.



a.

78	81
----	----


b.


79	88
----	----

c.

92	87
----	----

6. These numbers are mixed up! Write them in order from least to most on the lines.

Practice	44	32	13	58	26
	_____	_____	_____	_____	_____
	least				most

	51	52	15	91	78
	_____	_____	_____	_____	_____
	least				most

Grade 1 Yearlong Skills Paper/Pencil Assessment: Spring A & B Class Checklist

Students' Names

Item	CCSS	Points Possible	Support					
1 Writes numerals 1–10	1.NBT.1	<p><b>0 pts:</b> Not all the numerals entered OR</p> <p><b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR</p> <p><b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR</p> <p><b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals</p>	<p><b>Support</b></p> <p><b>Grade 1 Work Places 1G, 1K, 2C</b></p> <p><b>Grade 1 Practice Book Pages 1, 2, 11, 13</b></p>	A	A	A	A	A
2a. Counts and writes by 1's forward from 73 or more	1.NBT.1	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>	<p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120</p> <p><b>Grade 1 Practice Book Pages 22, 39, 42, 43, 46, 69, 70, 71, 72</b></p> <p><b>Grade 1 Support Activities 4C, 7B, 10B</b></p>	A	A	A	A	A
2b. Counts and writes by 1's forward from 89 or more	1.NBT.1	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)</p>		B	B	B	B	B
3a. Counts and writes by 1's backward from 95 or less	1.OA.5	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>	<p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120</p> <p><b>Grade 1 Practice Book Page 22</b></p>	A	A	A	A	A
3b. Counts and writes by 1's backward from 84 or less	1.OA.5	<p><b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)</p>		B	B	B	B	B
4a-c Compares numbers between 14 and 93 (identifies the number in each pair that is more)	1.NBT.3	<p><b>3 pts</b> (1 pt for each correct response)</p>	<p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120</p> <p>A5 Place Value</p> <p><b>Grade 1 Practice Book Page 39</b></p>	A	A	A	A	A
5a-c Compares numbers between 67 and 98 (identifies the number in each pair that is less)	1.NBT.3	<p><b>3 pts</b> (1 pt for each correct response)</p>		B	B	B	B	B
6 Orders non-consecutive numbers between 15 and 91 from least to most	1.NBT.3	<p><b>5 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)</p>	<p><b>Grade 1 Supplement Sets</b></p> <p>A1 Numbers to 120</p> <p>A5 Place Value</p> <p><b>Grade 1 PB Pages 11, 15, 30, 42</b></p>	A	A	A	A	A
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>		B	B	B	B	B

\* Meeting Standard (Baseline): 23 – 30 points (75 – 100% correct)  
 Strategic (Baseline): 8 – 14 points (25 – 49% correct)  
 Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
 Intensive: 7 points or fewer (24% or less correct)

## Fact Fluency Assessment: Instructions to the Teacher

### Overview

Four times during the school year, starting in November, students spend two Number Corner periods completing a 2-page fact fluency assessment in place of regular workouts. The assessment remains the same throughout the year; this set of instructions applies each time you conduct the assessment.

### Timing

- Toward the end of Unit 2 (November) during Number Corner
- Toward the end of Unit 4 (February or early March) during Number Corner
- Toward the end of Unit 5 (April) during Number Corner
- Toward the end of Unit 6 (late May or early June) during Number Corner

### Skills


- demonstrate fluency for addition and subtraction within 10 (1.OA.6)
- use strategies to compute addition and related subtraction facts for sums to 20 (optional)

### You'll need

- Fact Fluency Assessment, pp 1–2 (run a class set of the two pages back-to-back)
- Fact Fluency Class Checklist (run several copies)

### Fact Fluency Assessment: page 1

Page 1 is a set of twenty addition facts to 10. There are ten more addition facts to 20 at the bottom of the sheet. This set of ten facts is NOT part of the assessment. They have been included as an optional feature, and will be addressed on the next page.

NAME _____	DATE _____			
<b>Fact Fluency Assessment</b> page 1 of 2				
1. Add				
$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$
<hr/>				
 $\begin{array}{r} 10 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +9 \\ \hline \end{array}$




We recommend that you conduct this assessment as a timed test. After you have distributed a copy of the sheet to each student, look it over with the class. Explain that you are going to give them 2 minutes to complete as many of the addition facts as they can, not including the set marked with an apple at the bottom of the sheet. After that, you will take a break and give them more time to finish any of the combinations they didn't get to the first time around.

When the students understand what is going to happen, start the 2-minute timing. At the end of 2 minutes, give students a calm and quiet signal to stop, and ask them to draw a vertical line on their paper directly after the last addition problem they completed, so you can see how many they finished in the given time. Model this at the board, if necessary.

Next, take a stretch and wiggle break, and give students another 5 minutes or so to complete any remaining addition combinations. Students who complete the first 20 facts before the rest of the class can be invited to tackle the 10 facts at the bottom of the sheet if appropriate to their skill level. Then collect the papers, and reassure students that if they didn't finish all the combinations, or found some of them difficult, they'll have many opportunities this year to develop more speed and proficiency.

**Fact Fluency Assessment: page 2**

Page 2 is a set of twenty subtraction facts to 10. There are ten more subtraction facts to 20 at the bottom of the sheet. This set of ten facts is NOT part of the assessment. They have been included as an optional feature, and will be addressed on the next page. Again, we recommend that you conduct this as a timed test, on a different day than you conducted the addition assessment.

NAME _____	DATE _____			
<b>Fact Fluency Assessment</b> page 2 of 2				
2. Subtract				
$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$
-----				
 $\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$
$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$

Before you have the class start, take a minute or two to be certain children understand these are subtraction, not addition combinations. Do a couple of simple subtraction problems on the board with the class as a warm-up before you begin the 2-minute timing.

Next, take short break, and give students another 5 minutes or so to complete any remaining subtraction combinations. Students who complete the first 20 facts before the rest of the class can be invited to tackle the 10 facts at the bottom of the sheet if appropriate to their skill level. Then collect the papers, and reassure students that if they didn't finish all the combinations, or found some of them difficult, they'll have many opportunities this year to develop more speed and proficiency.

### Scoring the Fact Fluency Assessment

You can use the checklist shown below (full size version included in this collection) to compile assessment results and get an overview of students' current level of fluency with addition and subtraction facts to 10.

Grade 1 Fact Fluency Assessment Class Checklist

Students' Names

Item	CCSS	Points Possible	Support								
1 Quickly recalls addition facts for sums equal to 10 5, 7, 4, 8, 4 6, 10, 10, 9, 9 10, 7, 10, 10, 6 8, 8, 9, 9, 5	1.OA.6	20 pts possible (1 pt for each correct answer entered during a 2-minute timing. DO NOT score facts completed correctly after the 2-minute timing.	<b>Support</b> K Supplement Set A4, Addition & Subtraction, Activities 1–8 G1 Practice Workbook, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G1 Student Support 3C, 6D, and 7C (NC Vol. 1, pg. 122; NC Vol. 2, pgs. 253, 302–303) G1 Work Places 2A, 2B, 2D, 2F, 2G, 3B, 3C, 3E G1 Bridges, Unit 4: Travel Games								
Optional "apple" addition facts at the bottom of page 1 14, 11, 12, 15, 14 18, 17, 16, 15, 19	1.OA.6	DO NOT SCORE									
2 Quickly recalls related subtraction facts for sums to 10 3, 3, 1, 0, 2 2, 3, 1, 5, 4 3, 5, 2, 1, 6 2, 3, 7, 2, 6	1.OA.6	20 pts possible (1 pt for each correct answer entered during a 2-minute timing. DO NOT score facts completed correctly after the 2-minute timing.									
Optional "apple" subtraction facts at the bottom of page 2 6, 10, 6, 9, 7 8, 10, 7, 4, 6	1.OA.6	DO NOT SCORE									
<b>Total Score/Level of Proficiency*</b>		<b>40 pts</b>									

\* Meeting Standard: 30 – 40 points (75–100% correct)  
Strategic: 10 – 19 points (25–49% correct)

Approaching Standard: 20 – 29 points (50–74% correct)  
Intensive: 9 points or fewer (24% or less correct)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Fact Fluency Assessment** page 1 of 2

1. Add

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +4 \\ \hline \end{array}$$



$$\begin{array}{r} 10 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +9 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ +9 \\ \hline \end{array}$$

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Fact Fluency Assessment** page 2 of 2

## 2. Subtract

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$$



$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ -10 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ -9 \\ \hline \end{array}$$

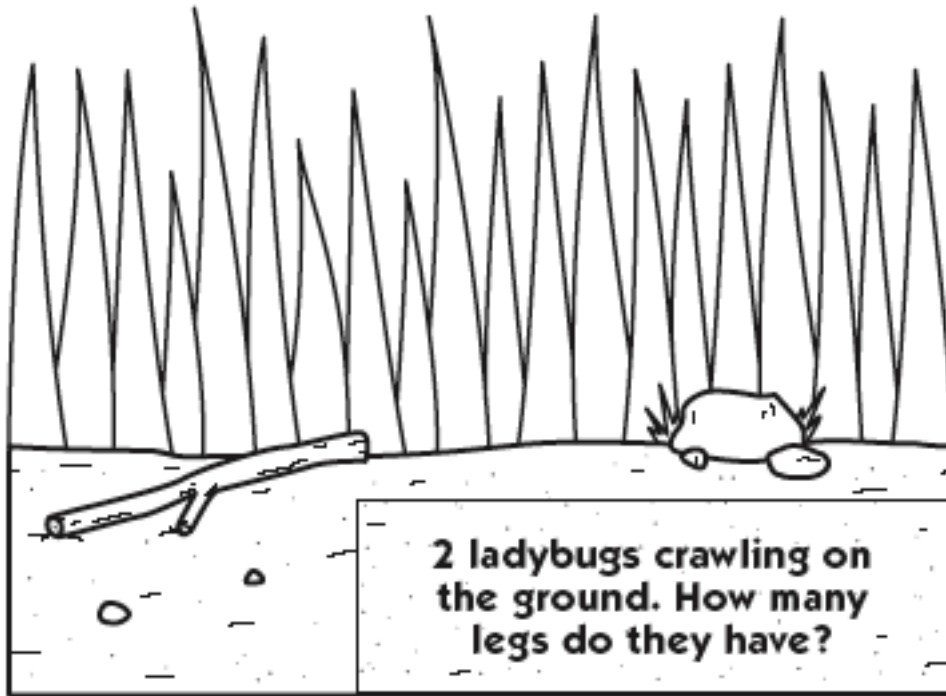
Grade 1 Fact Fluency Assessment Class Checklist			Students' Names				
Item	CCSS	Points Possible	Support				
1 Quickly recalls addition facts for sums equal to 10 5, 7, 4, 8, 4 6, 10, 10, 9, 9 10, 7, 10, 10, 6 8, 8, 9, 9, 5	1.OA.6	20 pts possible (1 pt for each correct answer entered during a 2-minute timing. DO NOT score facts completed correctly after the 2-minute timing. DO NOT SCORE	<b>Support</b> K Supplement Set A4, Addition & Subtraction, Activities 1–8 G1 Practice Workbook, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G1 Student Support 3C, 6D, and 7C (NC Vol. 1, pg. 122; NC Vol. 2, pgs. 253, 302–303) G1 Work Places 2A, 2B, 2D, 2F, 2G, 3B, 3C, 3E G1 Bridges, Unit 4: Travel Games				
Optional "apple" addition facts at the bottom of page 1 14, 11, 12, 15, 14 18, 17, 16, 15, 19	1.OA.6	DO NOT SCORE					
2 Quickly recalls related subtraction facts for sums to 10 3, 3, 1, 0, 2 2, 3, 1, 5, 4 3, 5, 2, 1, 6 2, 3, 7, 2, 6	1.OA.6	20 pts possible (1 pt for each correct answer entered during a 2-minute timing. DO NOT score facts completed correctly after the 2-minute timing. DO NOT SCORE					
Optional "apple" subtraction facts at the bottom of page 2 6, 10, 6, 9, 7 8, 10, 7, 4, 6	1.OA.6	DO NOT SCORE	Approaching Standard: 20 – 29 points (50–74% correct) Intensive: 9 points or fewer (24% or less correct)				
<b>Total Score/Level of Proficiency*</b>		<b>40 pts</b>					

\* Meeting Standard: 30 – 40 points (75–100% correct)  
Strategic: 10 – 19 points (25–49% correct)

# Bug Work Sample Picture Problem 1

Name \_\_\_\_\_

Date \_\_\_\_\_

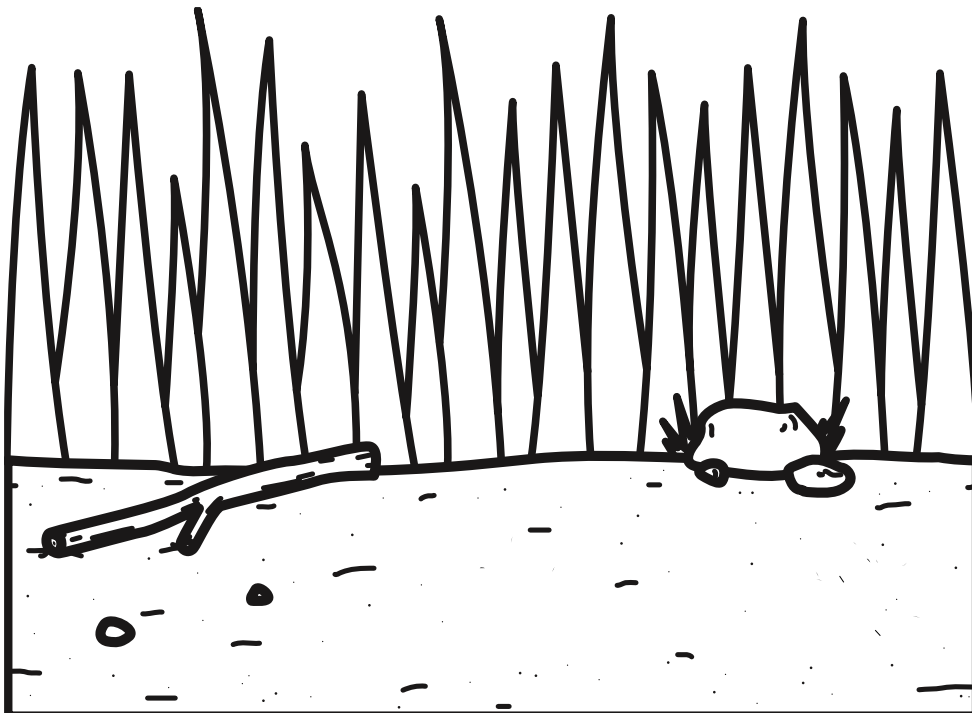


Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.

## Bug Work Sample Picture Problem 2

Name \_\_\_\_\_

Date \_\_\_\_\_



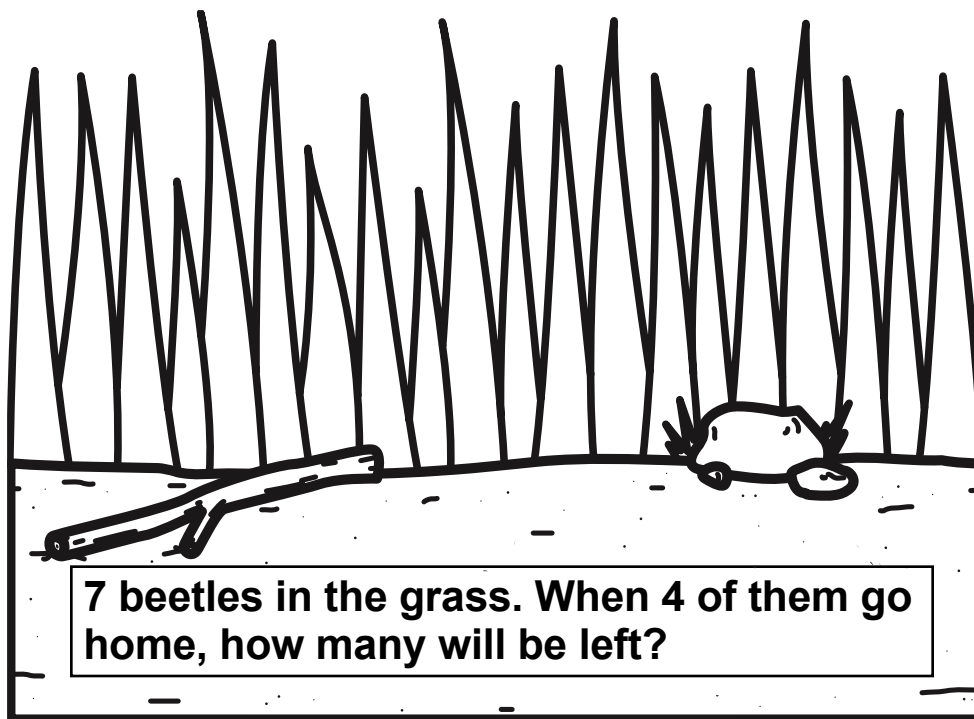
**There are 6 ladybugs on the grass and  
3 ladybugs on the ground. How many  
altogether?**

Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.

# Bug Work Sample Picture Problem 3

Name \_\_\_\_\_

Date \_\_\_\_\_



Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.



Grade 1 Unit 1 Work Samples Class Checklist	Students' Names										
<p><b>Note:</b> There are 3 Bug Picture Problems in the set included in the Unit One Assessment Collection. Have students work independently during 3 short assessment periods to solve these problems. Read each problem to the class before the students go to work, and re-read it to individuals as needed during the work period. This is not meant to be a reading test.</p>		CCSS		Points Possible:							
<p><b>Bug Picture Problems</b></p>											
<p><b>Unit 1, Bug Work Sample Picture Problems</b> (See Blacklines included in Unit 1 Assessment Collection.)</p>											
<p>Problem 1: Two ladybugs crawling on the ground. How many legs do they have?</p>		1.OA.1		3 pts (See Scoring Scale for Solving Story Problems below)							
<p>Problem 2: There are 6 ladybugs on the grass and 3 ladybugs on the ground. How many altogether?</p>		1.OA.1		3 pts (See Scoring Scale for Solving Story Problems below)							
<p>Problem 3: 7 beetles in the grass. When 4 of them go home, how many will be left?</p>		1.OA.1		3 pts (See Scoring Scale for Solving Story Problems below)							
<p><b>Total Score/Level of Proficiency*</b></p>				9 pts.							
<p><b>Scoring Scale for Solving Story Problems: 3 Points Possible for each problem:</b></p>											
<b>Understanding</b>	1 point for using the information given in the problem										
<b>Strategy</b>	1 point for using a viable strategy that could lead to the answer; strategies may include drawings, number sentences, numeric representations, and so on										
<b>Answer</b>	1 point for showing the correct answer										

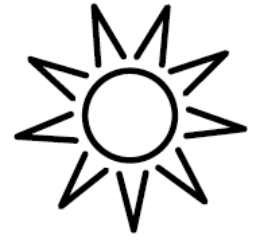
\* Meeting Standard: 7 – 9 points (75–100% correct)  
Strategic: 3 – 4 points (25–49% correct)

Approaching Standard: 5 – 6 points (50–74% correct)  
Intensive: 2 points or fewer (24% or less correct)

## Sea Star & Crab Work Sample Picture Problem 1

Name \_\_\_\_\_

Date \_\_\_\_\_



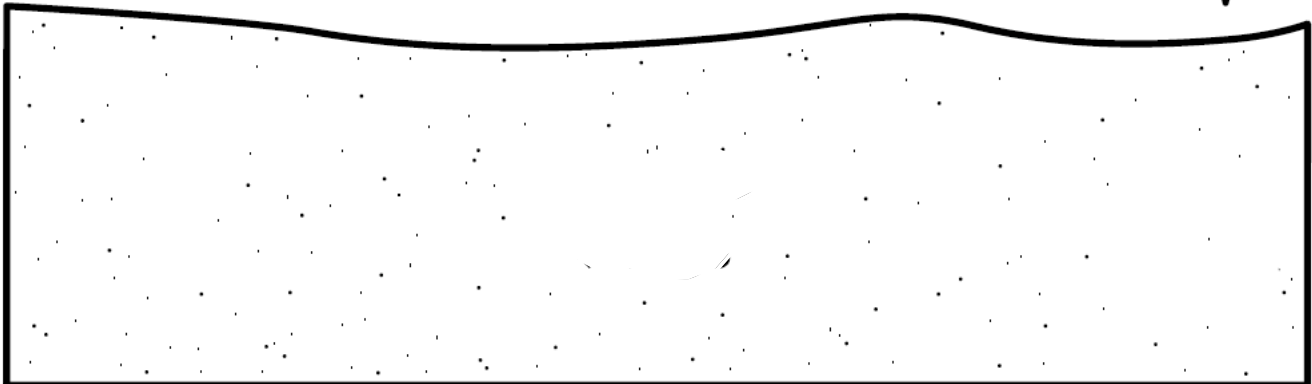
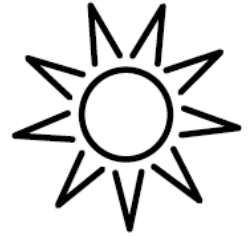
**There are 3 sea stars in the sand. How many arms in all?**

Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.

## Sea Star & Crab Work Sample Picture Problem 2

Name \_\_\_\_\_

Date \_\_\_\_\_



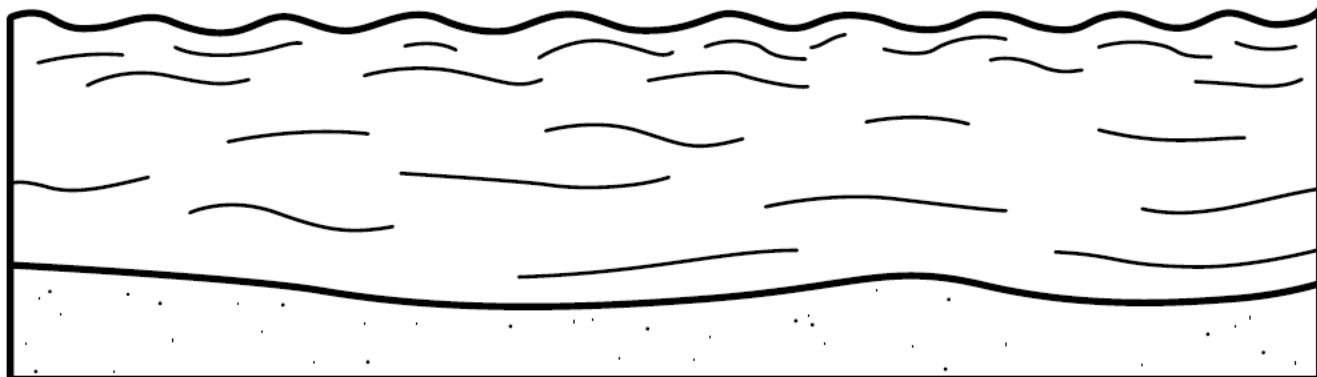
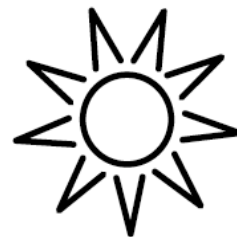
**There are 9 crabs in the sand. 3 crabs go away. How many crabs are left?**

Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.

## Sea Star & Crab Work Sample Picture Problem 3

Name \_\_\_\_\_

Date \_\_\_\_\_



**There are 7 goldfish in the sea. The hungry shark eats 5 of them. How many goldfish are left?**

Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.

Grade 1 Unit 3 Work Samples Class Checklist	Students' Names									
<p>Note: There are 3 Sea Star &amp; Crab Picture Problems in the set included in the Unit Three Assessment Collection. Have students work independently during 3 short assessment periods to solve these problems. Read each problem to the class before the students go to work, and re-read it to individuals as needed during the work period. This is not meant to be a reading test.</p> <p><b>Sea Star &amp; Crab Picture Problems</b></p> <p><b>Unit 3, Sea Star &amp; Crab Sample Picture Problems</b> (See Blacklines included in Unit 3 Assessment Collection.)</p> <p>Problem 1: Three sea stars in the sand. How many arms in all?</p> <p>Problem 2: 9 crabs in the sand. 3 crabs go away. How many crabs are left?</p> <p>Problem 3: 7 goldfish in the sea. The hungry shark eats 5 of them. How many goldfish left?</p> <p><b>Total Score/Level of Proficiency*</b></p>	<p>CCSS</p> <p>1.OA.1 1.OA.2</p> <p>1.OA.1</p> <p>1.OA.1</p>	<p><b>Points Possible:</b></p> <p>3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)</p> <p>3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)</p> <p>3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)</p> <p><b>9 pts.</b></p>								
<p><b>Scoring Scale for Solving Story Problems: 3 Points Possible for each problem:</b></p> <p><b>Understanding</b> 1 point for using the information given in the problem</p> <p><b>Strategy</b> 1 point for using a viable strategy that could lead to the answer; strategies may include drawings, number sentences, numeric representations, and so on</p> <p><b>Answer</b> 1 point for showing the correct answer</p>										
<p>* Meeting Standard: 7 – 9 points (75–100% correct) Strategic: 3 – 4 points (25–49% correct)</p> <p>Approaching Standard: 5 – 6 points (50–74% correct) Intensive: 2 points or fewer (24% or less correct)</p>										

# Penguins Work Sample Picture Problem 1

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

Use pictures, numbers, and/or words to show how you solve the problem. Circle the answer.

5 penguins in the water. 6 penguins on the land.  
How many penguins in all?

## Penguins Work Sample Picture Problem 2

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

Use pictures, numbers, and/or words to show how you solve the problem. Circle the answer.

6 penguins. Each penguin has 2 eggs. How many eggs altogether?

### Penguins Work Sample Picture Problem 3

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

Use pictures, numbers, and/or words to show how you solve the problem. Circle the answer.

15 penguins. 9 jumped in the water. How many are left on land?



Grade 1 Unit 4 Work Samples Class Checklist	Students' Names										
<p><b>Note:</b> There are 3 Penguin Picture Problems in the set included in the Unit Four Assessment Collection. Have students work independently during 3 short assessment periods to solve these problems. Read each problem to the class before the students go to work, and re-read it to individuals as needed during the work period. This is not meant to be a reading test.</p>	CCSS	Points Possible									
<p><b>Penguin Picture Problems</b></p> <p><b>Unit 4, Penguin Sample Picture Problems</b> (See Blacklines included in Unit 4 Assessment Collection.)</p>											
<p>Problem 1: Five penguins in the water. 6 penguins on the land. How many penguins in all?</p>	1.OA.1	3 pts (See Scoring Scale for Solving Story Problems below)									
<p>Problem 2: Six penguins. Each penguin has 2 eggs. How many eggs altogether?</p>	1.OA.1	3 pts (See Scoring Scale for Solving Story Problems below)									
<p>Problem 3: Fifteen penguins. 9 jumped in the water. How many are left on land?</p>	1.OA.1	3 pts (See Scoring Scale for Solving Story Problems below)									
<p><b>Total Score/Level of Proficiency*</b></p>		9 pts.									
<p><b>Scoring Scale for Solving Story Problems: 3 Points Possible for each problem:</b></p>											
<b>Understanding</b>	1 point for using the information given in the problem										
<b>Strategy</b>	1 point for using a viable strategy that could lead to the answer; strategies may include drawings, number sentences, numeric representations, and so on										
<b>Answer</b>	1 point for showing the correct answer										

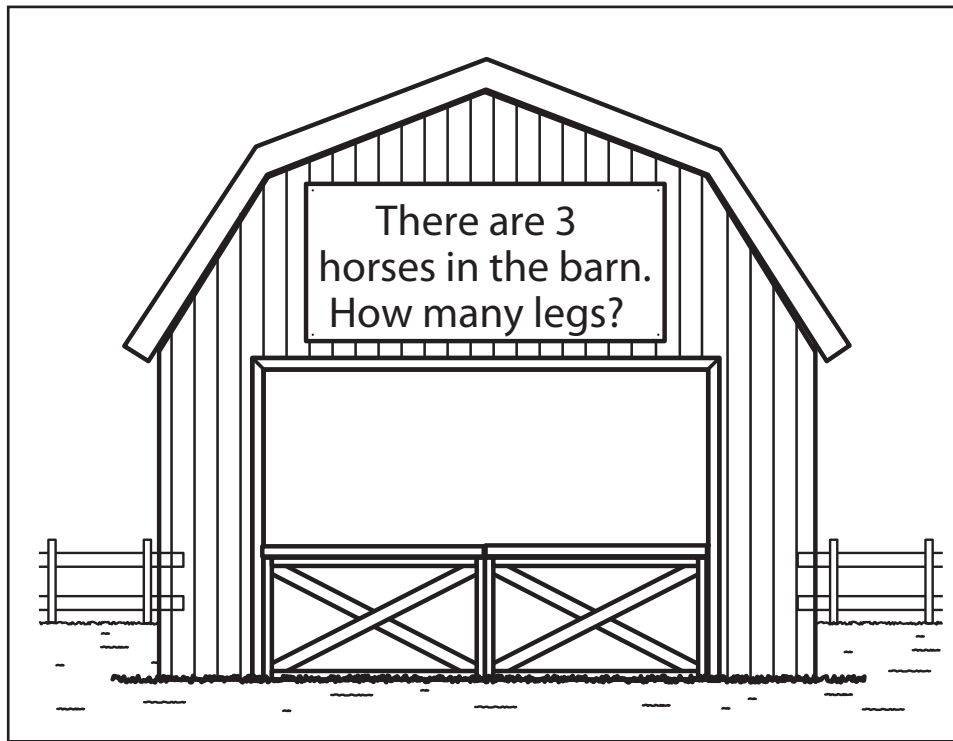
\* Meeting Standard: 7 – 9 points (75–100% correct)  
Strategic: 3 – 4 points (25–49% correct)

Approaching Standard: 5 – 6 points (50–74% correct)  
Intensive: 2 points or fewer (24% or less correct)

# Farm Work Sample Picture Problem 1

Name \_\_\_\_\_

Date \_\_\_\_\_

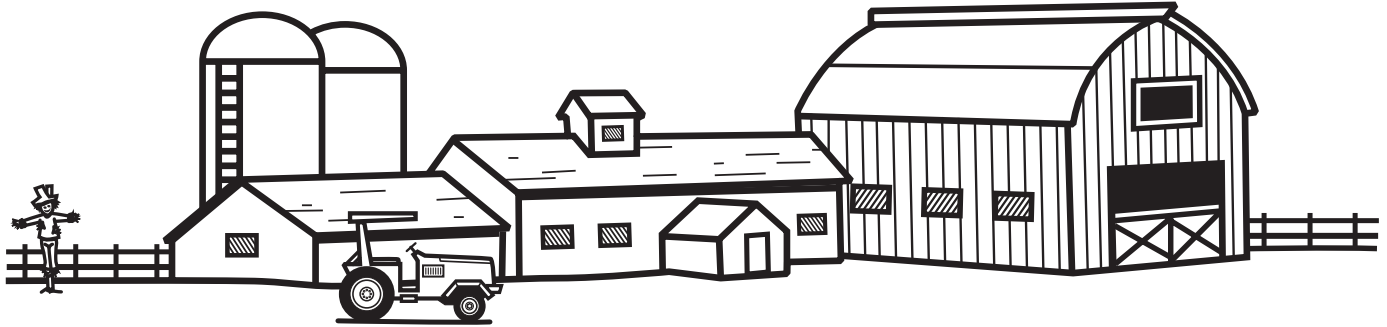


Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.

## Farm Work Sample Picture Problem 2

Name \_\_\_\_\_

Date \_\_\_\_\_

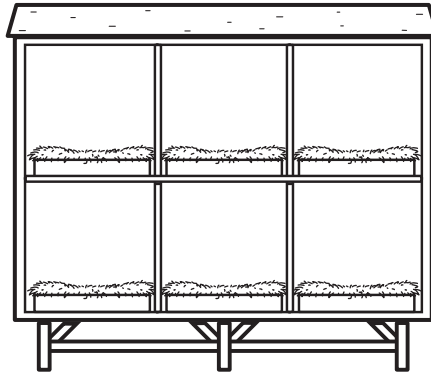


There are 3 horses, 2 cows, and 5 goats on the farm.  
How many animals altogether?

Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.

## Farm Work Sample Picture Problem 3

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



There were 16 chickens in the coop. 8 escaped!  
How many chickens are left?

Use pictures, numbers and words to show how you solve the problem.  
Circle the answer.

Grade 1 Unit 6 Work Samples Class Checklist

Grade 1 Unit 6 Work Samples Class Checklist		Students' Names																		
<p><b>Farm Picture Problems</b></p> <p><b>Unit 6, Farm Work Sample Picture Problems</b> (See Blacklines included in Unit 6 Assessment Collection.)</p> <p>Problem 1: There are 3 horses in the barn. How many legs?</p> <p>Problem 2: There are 3 horses, 2 cows, and 5 goats on the farm. How many animals altogether?</p> <p>Problem 3: There were 16 chickens in the coop. 8 escaped! How many chickens are left?</p>		CCSS		Points Possible																
		1.OA.1 1.OA.2		3 pts (See Scoring Scale for Solving Story Problems below)																
		1.OA.1 1.OA.2		3 pts (See Scoring Scale for Solving Story Problems below)																
		1.OA.1		3 pts (See Scoring Scale for Solving Story Problems below)																
<b>Total Score/Level of Proficiency*</b>				<b>9 pts.</b>																
<p><b>Scoring Scale for Solving Story Problems: 3 Points Possible for each problem:</b></p> <p><b>Understanding</b> 1 point for using the information given in the problem  <b>Strategy</b> 1 point for using a viable strategy that could lead to the answer; strategies may include drawings, number sentences, numeric representations, and so on  <b>Answer</b> 1 point for showing the correct answer</p>																				

\* Meeting Standard: 7 – 9 points (75–100% correct)  
 Strategic: 3 – 4 points (25–49% correct)

Approaching Standard: 5 – 6 points (50–74% correct)  
 Intensive: 2 points or fewer (24% or less correct)