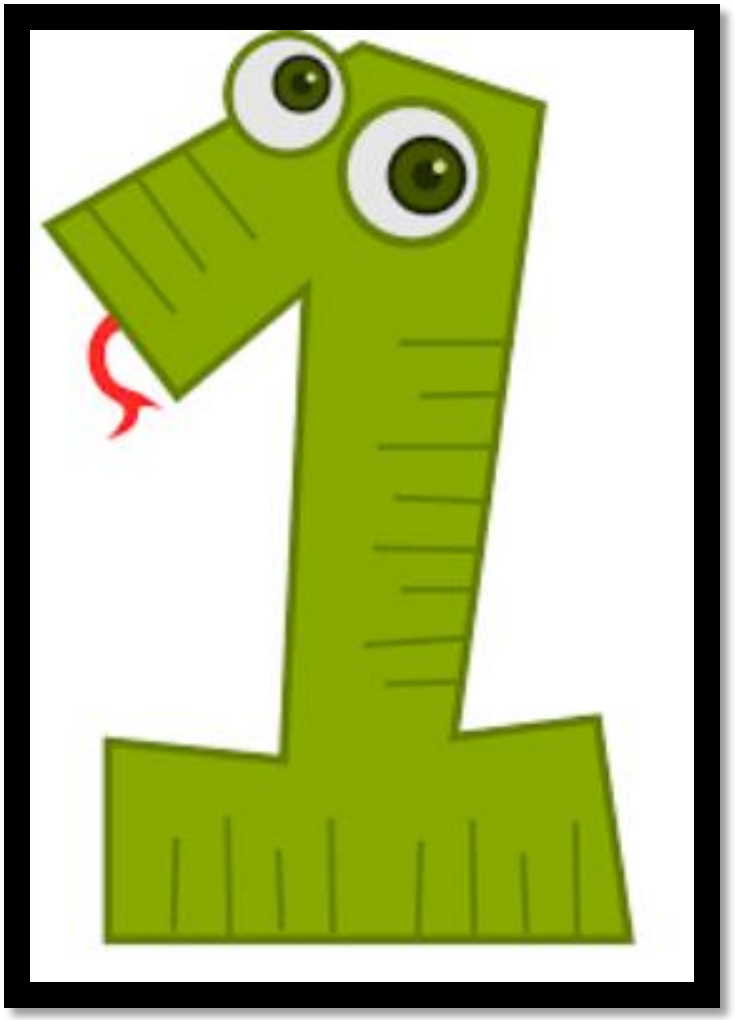
A Year of Grade 1 Math Assessments

Based on Expectations in the Ontario Curriculum



Number Sense & Numeration

1) Place Value

2) Counting Mini Assessments:

a) 1-1 correspondence
b) counting by 1's to 100
c) counting by 2's to 100
d) counting by 5's to 100
e) counting by 10's to 100
f) counting backwards from 20 by 1's, 2's, 5's

3) Money

4) Addition & Subtraction to 10

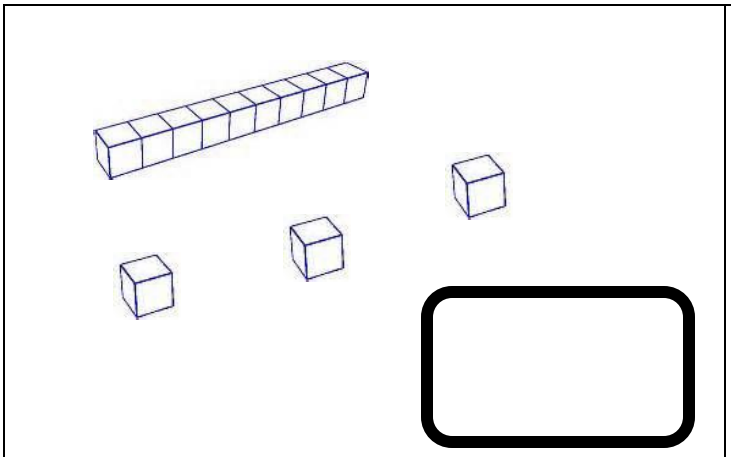
Grade 1 Place Value Test

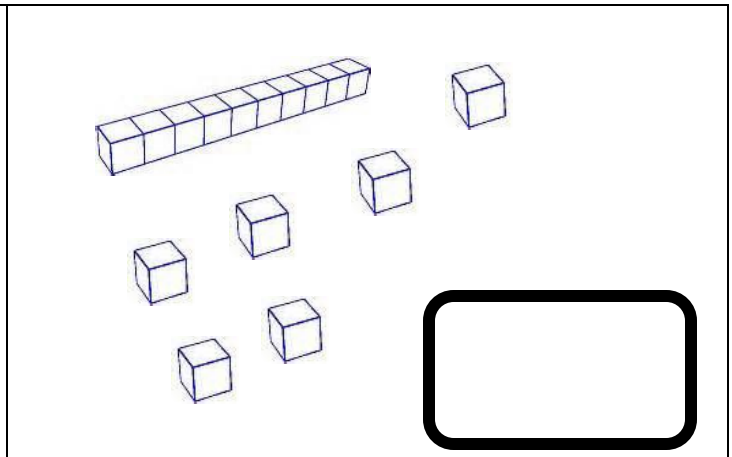
Name: _____

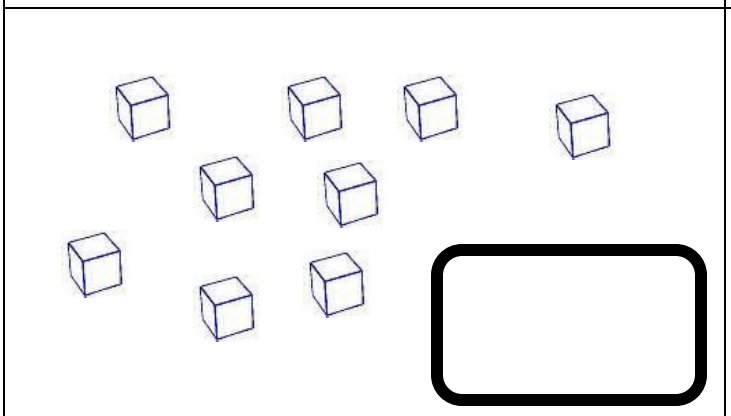
Success Criteria	Level 1	Level 2	Level 3	Level 4
Part A Understanding -I can count base 10 blocks to see what 2 digit number is represented. -I can draw base 10 blocks to represent a 2-digit number. -I can compare numbers (< > =)	Demonstrates a limited understanding of concepts. Major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts. Few errors.	Demonstrates a thorough understanding of concepts. No errors.
Part B Problem Solving -I can represent 2-digit numbers in different ways.	Demonstrates limited problem solving skills – major errors.	Demonstrates some problem solving skills but has several errors.	Demonstrates problem-solving skills – Few errors/some information missing.	Demonstrates effective problem-solving skills. No error.
Part C Communication -I can use math language correctly.	Student has difficulty explaining their mathematical thinking.	Student can describe their mathematical thinking. Some information may be missing or unclear.	Student can effectively describe their mathematical thinking using some math terms correctly.	Student can effectively describe their mathematical thinking using math terms.
Part D Application -I can apply what I have learned to a new context.	Applies knowledge & skills learned with major errors.	Applies knowledge & skills learned with several errors.	Applies knowledge & skills learned with few errors.	Applies knowledge & skills learned with no error.

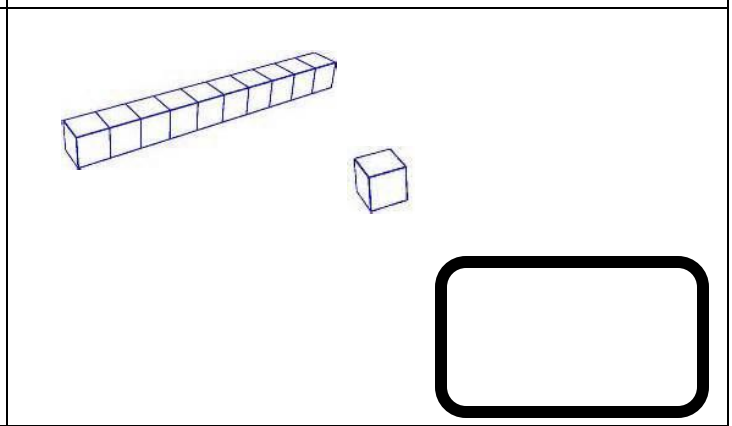
Part A – Understanding

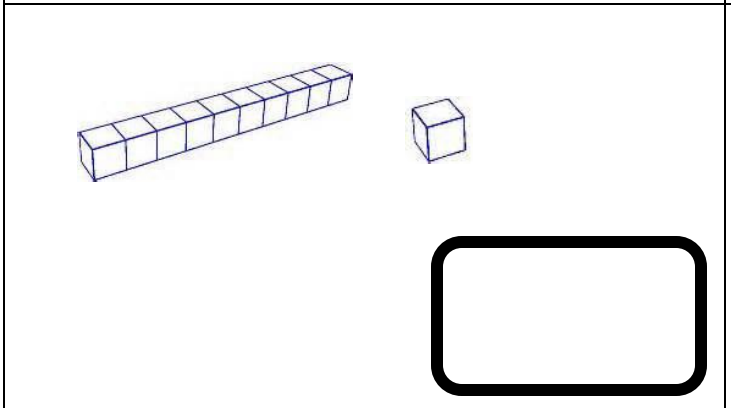
1. Count to find each number.

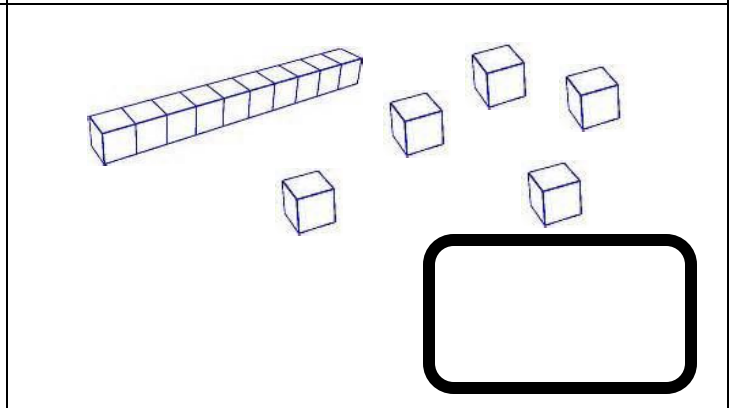


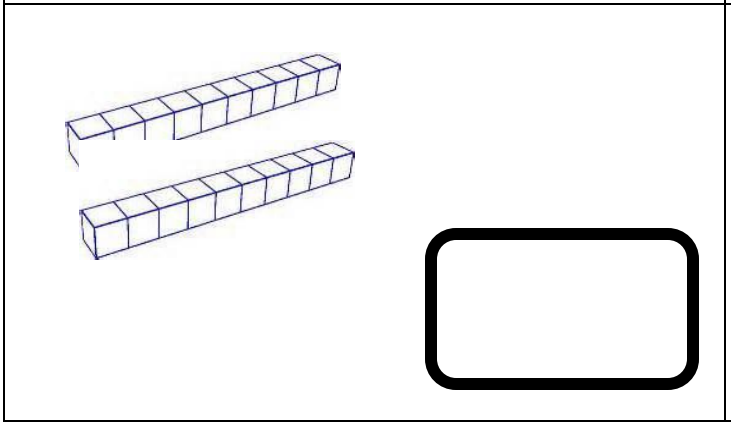


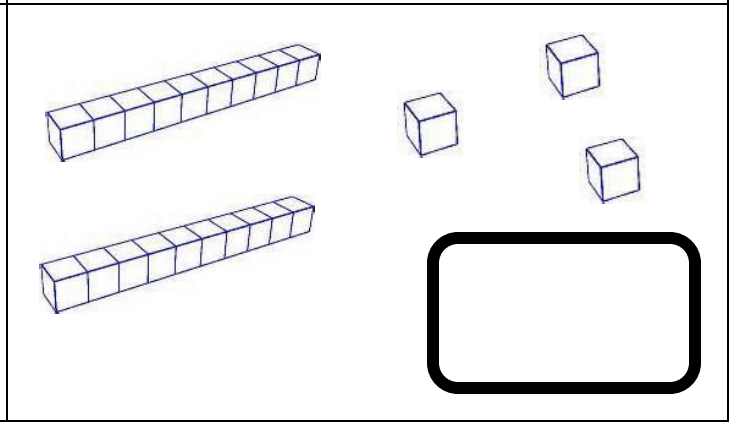












2. Draw to represent each number using base ten blocks.

19	15
7	13
25	32

3. Use >, < or = to make each statement true.

a) 14 ____ 18

b) 12 ____ 12

c) 19 ____ 13

d) 23 ____ 13

e) 11 ____ 15

f) 2 + 2 ____ 4

4. Order the numbers in the box from **least** to **greatest.**

10 17 15 13

_____, _____, _____, _____

5. Order the numbers in the box from **greatest** to **least.**

13 19 16 22

_____, _____, _____, _____

6. What is the value of each underlined digit?

tens ones

a) **<u>1</u>**7 _____

b) 1**<u>4</u>** _____

c) **<u>8</u>** _____

Part B – Thinking

1. Draw each number 2 different ways.

16

1st way	2nd way
_____ tens + _____ ones _____ + _____	_____ tens + _____ ones _____ + _____

12

1st way	2nd way
_____ tens + _____ ones _____ + _____	_____ tens + _____ ones _____ + _____

23

1st way	2nd way
_____ tens + _____ ones _____ + _____	_____ tens + _____ ones _____ + _____

2. Use the number chart to help you solve.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

a) I am less than 14 but greater than 12. What number am I?

_____

b) I am greater than 3 but less than 6. What numbers am I?

_____, _____

c) I have a 6 in the ones place. What numbers am I?

_____, _____

d) I have 2 tens. What number am I? _____

Part C – Communication

1. Complete each number sentence using the correct symbol. Then explain your thinking.

<	>	=
is less than	is greater than	is equal to

a) 15 _____ 12

15 _____ 12

How do you know?

_____

_____

b) 13 _____ 13

13 _____ 13

How do you know?

_____

_____

c) 12 _____ 16

12 _____ 16

How do you know?

_____

_____

art D – Application

1. Fill in the blanks to make each true.

a) _____ > 16

b) 13 > _____

c) 14 < _____

d) 17 = _____

e) _____ < 16

f) 2 + 2 < _____

2. Fill in the blanks to make each true. You may use your hundreds chart.

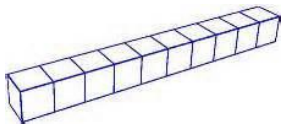
a) 13 < 14 < _____ < 16

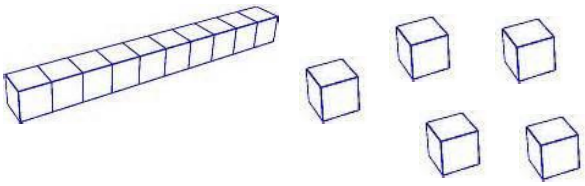
b) 17 > 15 > 12 > _____

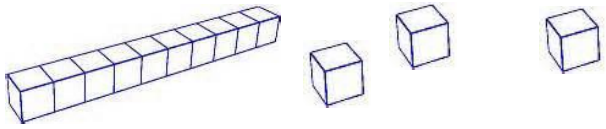
c) 14 < _____ < 18 < 19

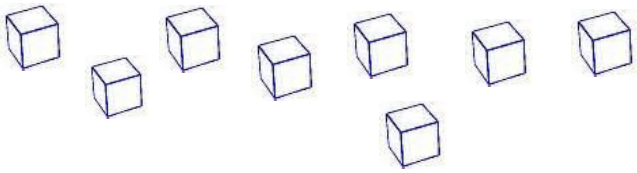
d) 19 > 17 > _____ > 12

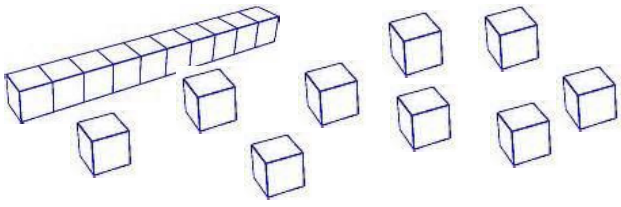
3. Find 2 names for each set and glue down. (see next page)

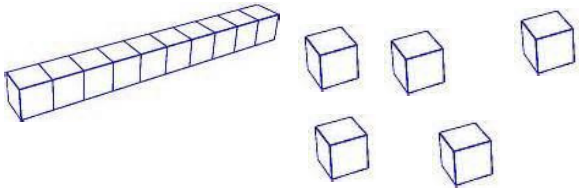












Cut out & glue for question #3. There are 2 labels that match each picture.

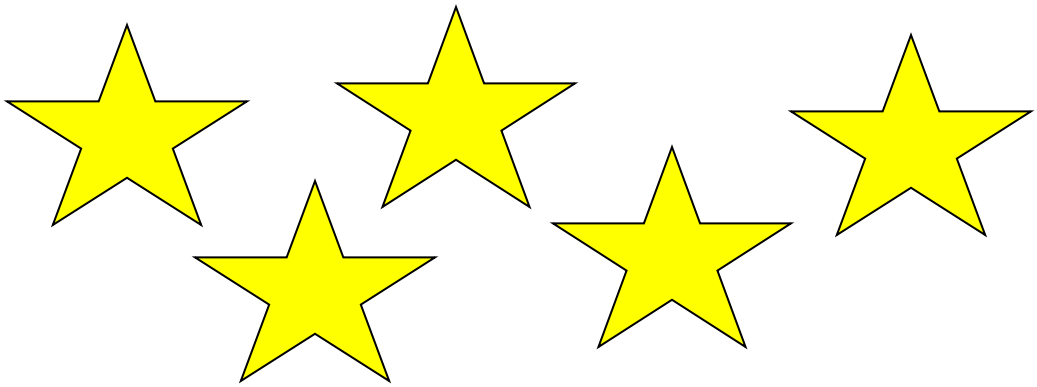
1 ten + 3 ones	0 tens + 8 ones	10 + 9
2 tens + 2 ones	22	1 ten + 0 ones
1 ten + 5 ones	fifteen	10 + 3
10	1 ten + 9 ones	0 + 8

Name: _____

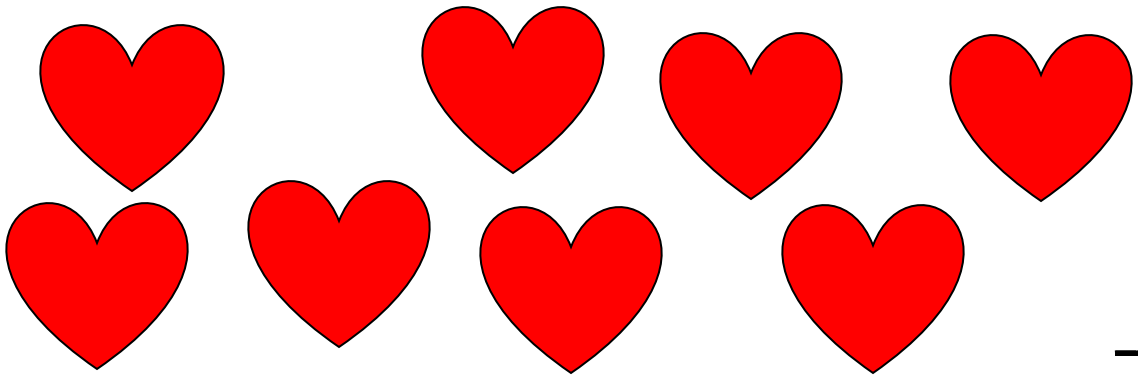
Counting Using 1-1 Correspondence
Mini Assessment

Level 1	Level 2	Level 3	Level 4
objects using 1-1 correspondence with major errors.	objects using 1-1 correspondence with several errors.	objects using 1-1 correspondence with few errors.	Student counts objects using 1-1 correspondence with no errors.

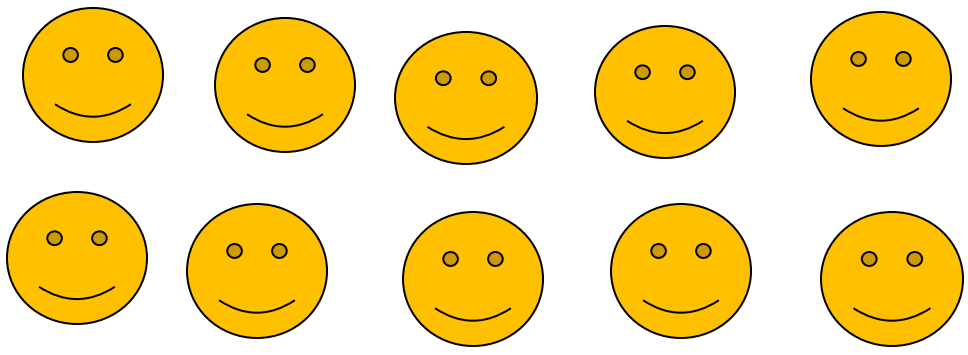
1. Count the objects in each box and print the number on the line.



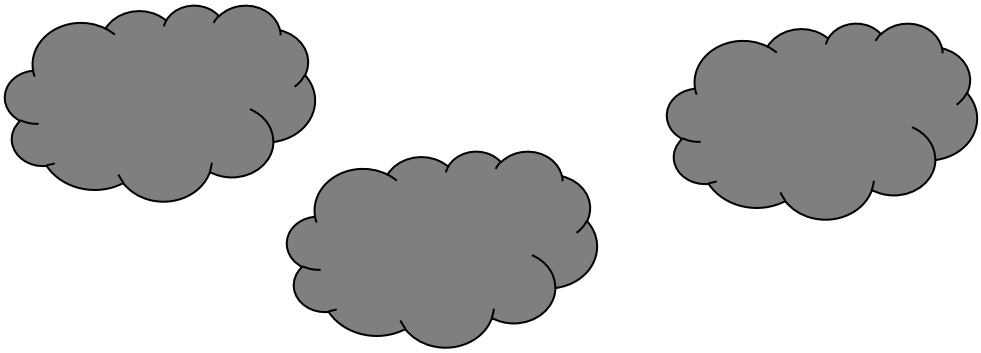
_____



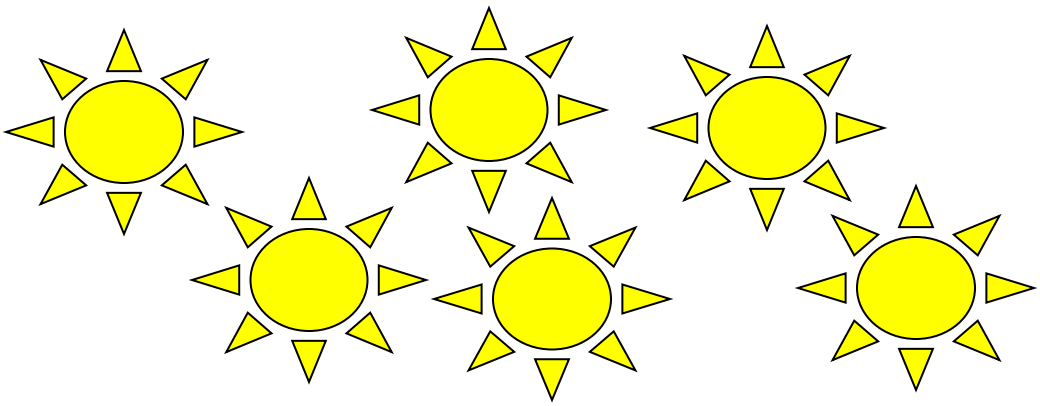
_____



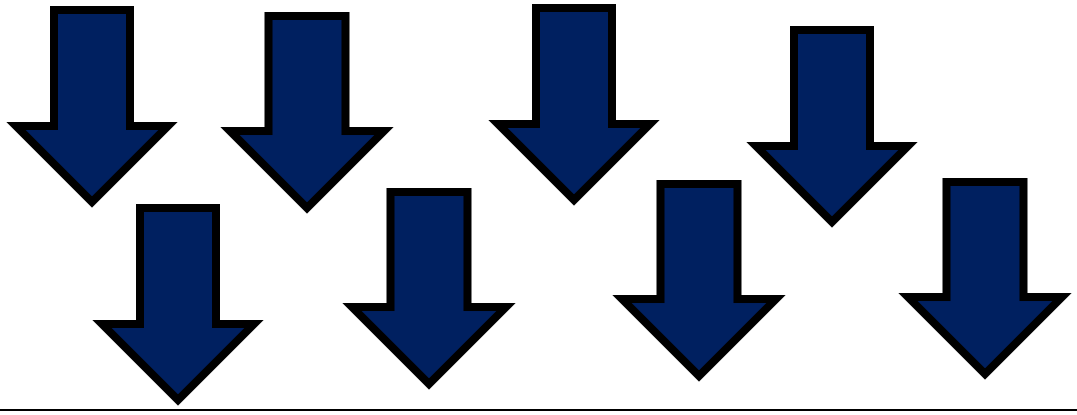
_____



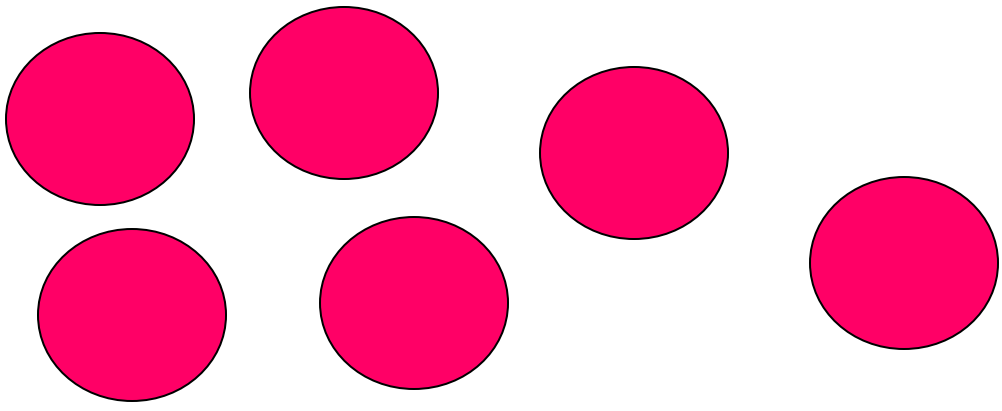
_____



_____

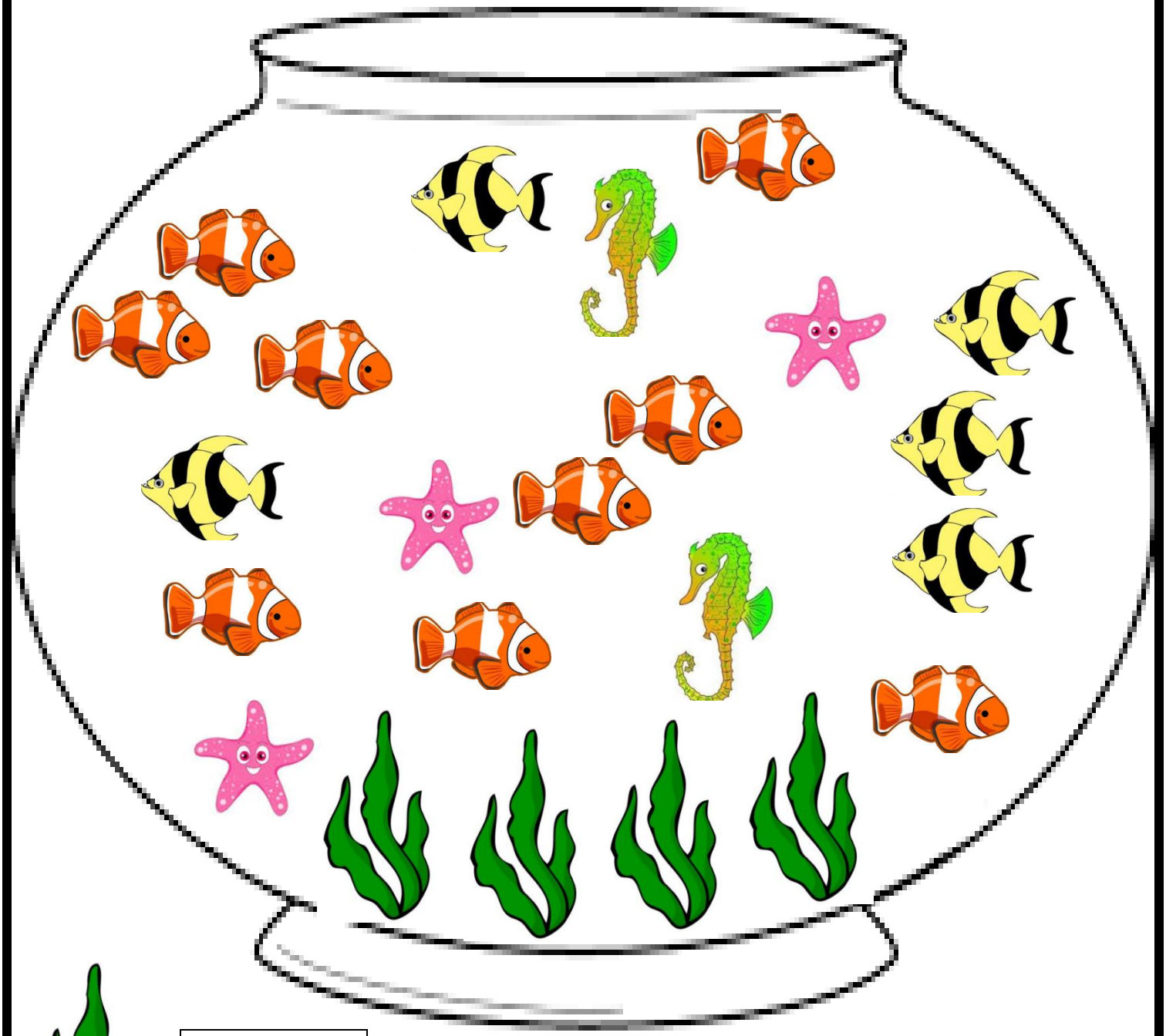


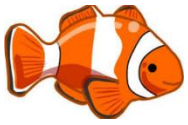
_____

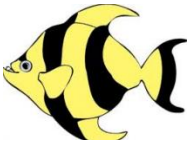


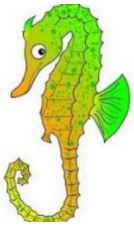
_____

2. Look at the picture and tell how many of each object there is.









3. Draw objects to show each number.

5	7
10	3
8	12
15	4

Counting by 1's to 100

Name: _____

Level 1 Student counts by 1's to 100 with major errors.	Level 2 Student counts by 1's to 100 with several errors.	Level 3 Student counts by 1's to 100 with few errors.	Level 4 Student counts by 1's to 100 with no errors.

Student was able to use the hundred's chart when counting. Errors made are indicated on the chart below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Comments:

Counting by 2's to 100

Name: _____

Level 1	Level 2	Level 3	Level 4
Student counts by 2's to 100 with major errors.	Student counts by 2's to 100 with several errors.	Student counts by 2's to 100 with few errors.	Student counts by 2's to 100 with no errors.

Student was able to use the hundred's chart when counting. Errors made are indicated on the chart below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Comments:

Counting by 5's & 10's to 100

Name: _____

Level 1	Level 2	Level 3	Level 4
Student counts by 5's & 10's to 100 with major errors.	Student counts by 5's & 10's to 100 with several errors.	Student counts by 5's & 10's to 100 with few errors.	Student counts by 5's & 10's to 100 with no errors.

Student was able to use the hundred's chart when counting. Errors made are indicated on the chart below.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Comments:

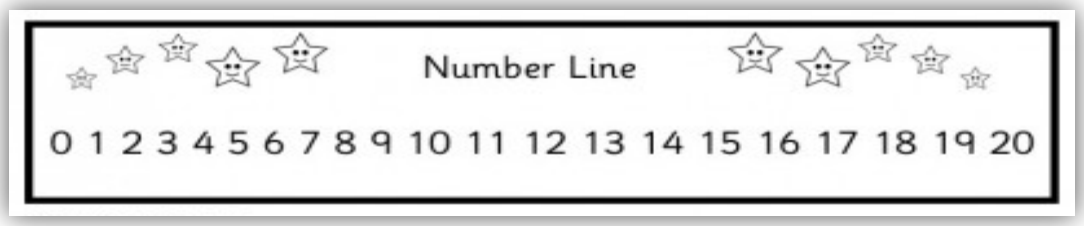
Counting Back from 20 by 1's, 2's, and 5's – With a Number Line

Name: _____

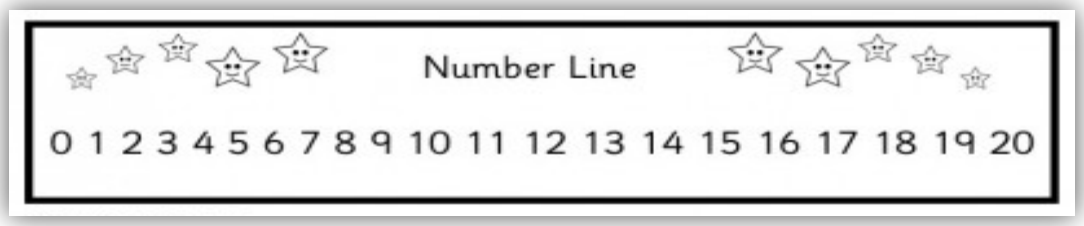
	Level 1	Level 2	Level 3	Level 4
Counting back by1's	Counts back from 20 by 1's with a number line – major errors.	Counts back from 20 by 1's with a number line – several errors.	Counts back from 20 by 1's with a number line – few errors.	Counts back from 20 by 1's with a number line – no errors.
Counting back by 2's	Counts back from 20 by 2's with a number line – major errors.	Counts back from 20 by 2's with a number line – several errors.	Counts back from 20 by 2's with a number line – few errors.	Counts back from 20 by 2's with a number line – no errors.
Counting back by 5's	Counts back from 20 by 5's with a number line – major errors.	Counts back from 20 by 5's with a number line – several errors.	Counts back from 20 by 5's with a number line – few errors.	Counts back from 20 by 5's with a number line – no errors.

Errors made indicated on the number lines below:

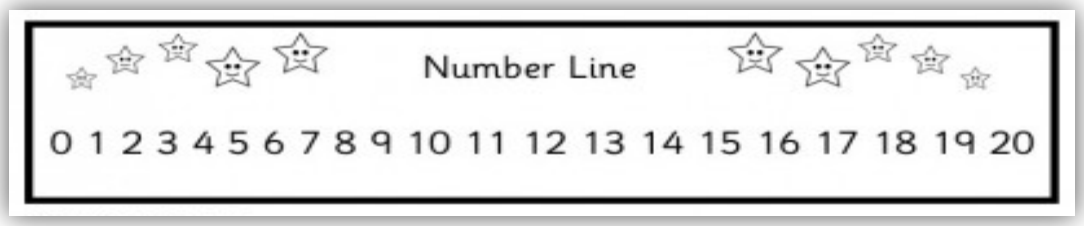
Counting back by 1's



Counting back by 2's



Counting back by 5's



Comments:

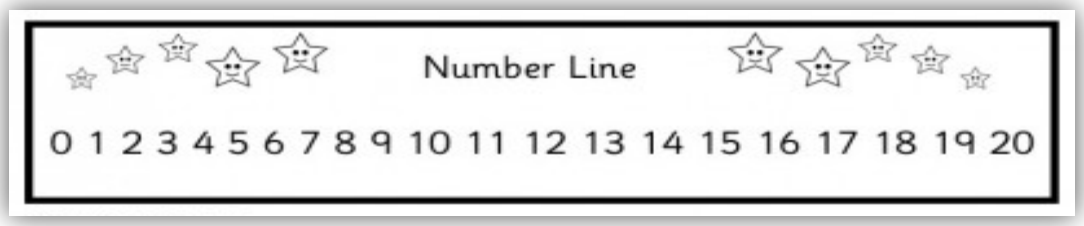
Counting Back from 20 by 1's, 2's, and 5's – Without a Number Line

Name: _____

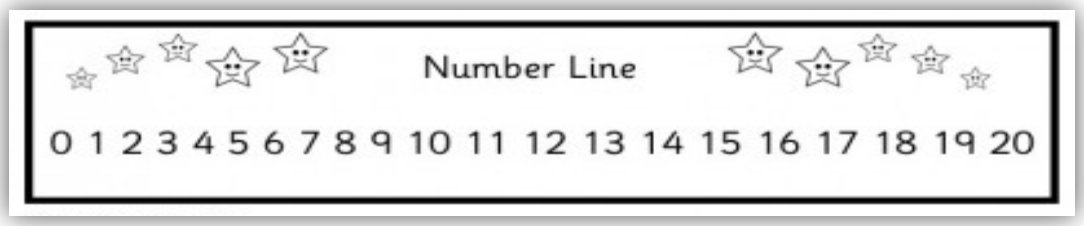
	Level 1	Level 2	Level 3	Level 4
Counting back by1's	Counts back from 20 by 1's without a number line – major errors.	Counts back from 20 by 1's without a number line – several errors.	Counts back from 20 by 1's without a number line – few errors.	Counts back from 20 by 1's without a number line – no errors.
Counting back by 2's	Counts back from 20 by 2's without a number line – major errors.	Counts back from 20 by 2's without a number line – several errors.	Counts back from 20 by 2's without a number line – few errors.	Counts back from 20 by 2's without a number line – no errors.
Counting back by 5's	Counts back from 20 by 5's without a number line – major errors.	Counts back from 20 by 5's without a number line – several errors.	Counts back from 20 by 5's without a number line – few errors.	Counts back from 20 by 5's without a number line – no errors.

Errors made indicated on the number lines below:

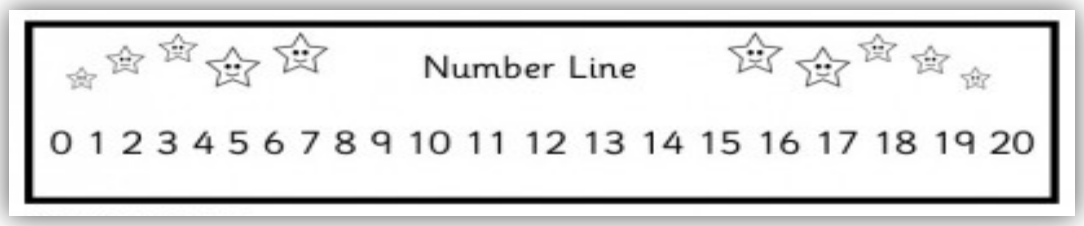
Counting back by 1's



Counting back by 2's



Counting back by 5's



Comments:

Grade 1 Money Assessment

Name: _____

	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Demonstrates limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no error.
Part B Problem Solving	Demonstrates limited problem solving skills – major errors. Student has difficulty showing work.	Demonstrates some problem solving skills. Several errors / information missing.	Demonstrates problem solving skills using pictures, numbers, words. Few errors / information missing.	Demonstrates effective problem solving skills using pictures, numbers, words. No error.
Part C Communication	Student is rarely able to explain his/her mathematical thinking.	Student has some difficulty explaining mathematical thinking.	Student explains mathematical thinking. Some information may be missing or unclear.	Student effectively explains mathematical thinking.
Part D Application	Applies knowledge and skills learned with major errors.	Applies knowledge and skills learned with several errors.	Applies knowledge and skills learned with few errors.	Applies knowledge and skills learned with no error.

Part A – Understanding

1. Count on to find the total. Show your counting.

______¢ ______¢ ______¢ ______¢

__________ ¢

______¢ ______¢ ______¢ ______¢ ______¢

__________ ¢

______¢ ______¢ ______¢ ______¢ ______¢

__________ ¢

______¢ ______¢ ______¢ ______¢ ______¢

__________ ¢

______¢ ______¢ ______¢ ______¢ ______¢

__________ ¢

2. Count the money in each piggy bank.

a)

_____ ¢

b)

_____ ¢

c)

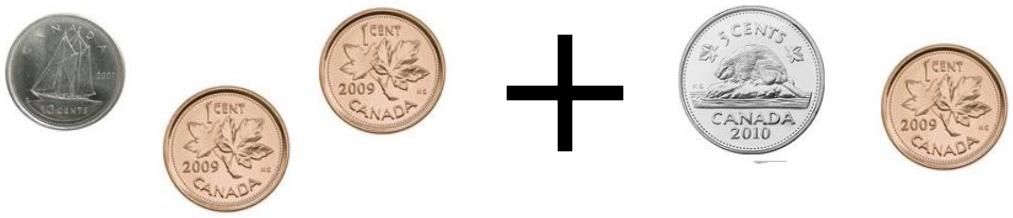
_____ ¢

d)

_____ ¢

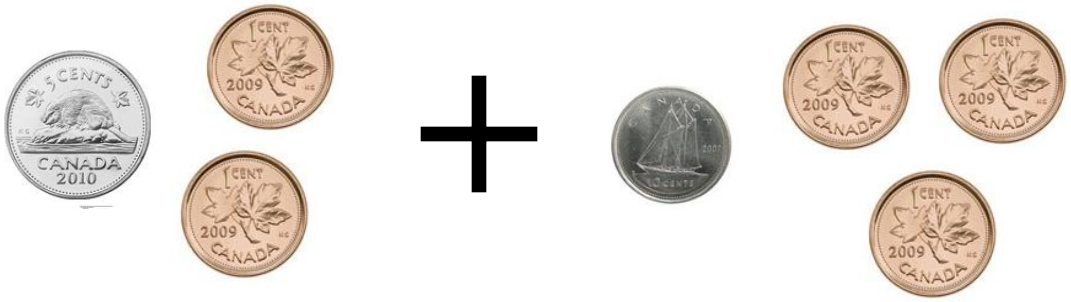
3. Add or subtract the money amounts. Show your work.

a)



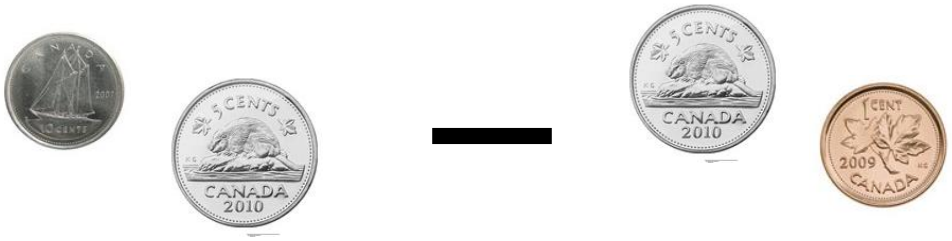
_____¢ + _____¢ = _____¢

b)



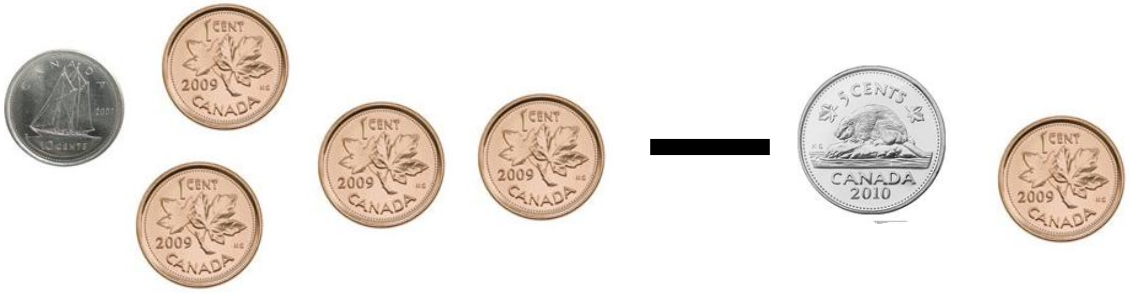
_____¢ + _____¢ = _____¢

c)



_____¢ - _____¢ = _____¢

d)

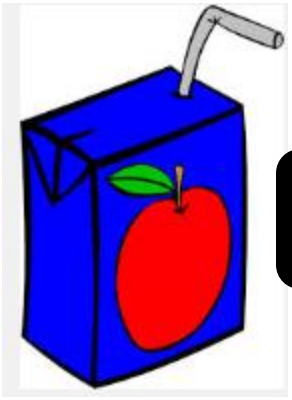


_____¢ - _____¢ = _____¢

Part B – Problem Solving

1. Match the children with the treats they bought.

14¢



16¢

17¢

9¢

2. Matthew has 1 dime, 3 pennies, and 1 nickel. How much money does Matthew have? Draw a picture and show your work.

Matthew has _____ cents.

3. Ethan had the coins below. He bought a gum for 7¢. How much money did he **have left?**

Ethan has _____ cents left.

4. Emma had 1 dime and 3 pennies. She found a nickel. How much money does she have **altogether?**

Emma has _____ cents altogether.

5. Look at the coins each student has. Answer the questions.

Mike	**Sue**
	
Lisa	**Nathan**
	

Who has the **most** money? _____

Who has the **least** money? _____

Who has the **same** amount of money?

_____ and _____

Part C – Communication

1. Print the **name** and the **value** of each coin.

loonie toonie dime quarter penny nickel

_____ = _____ ¢

_____ = _____ ¢

_____ = _____ ¢

_____ = _____ ¢

_____ = _____ ¢

_____ = _____ ¢

2. Fill in the blanks.

 = _____ 

How many nickels make up a dime?

 = _____ 

How many pennies make up a dime?

 = _____ 

How many pennies make up a nickel?

3. Billy and Sally were arguing over who had more money.

Who has more money? _____

How do you know? _____

_____

4. Name 2 places you have seen people using money.

_____ _____

Part D- Application

1. Draw/glue coins to make each money amount.

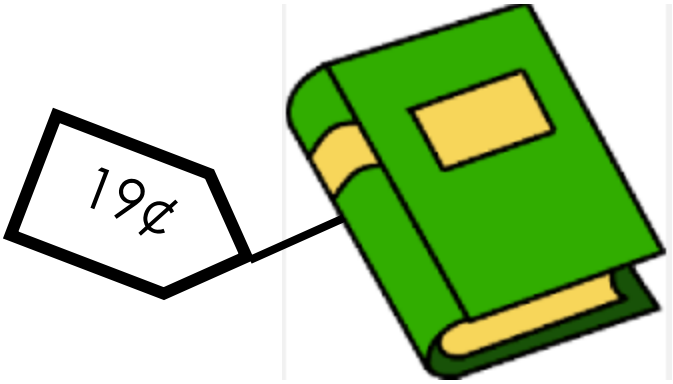
17¢
12¢
9¢

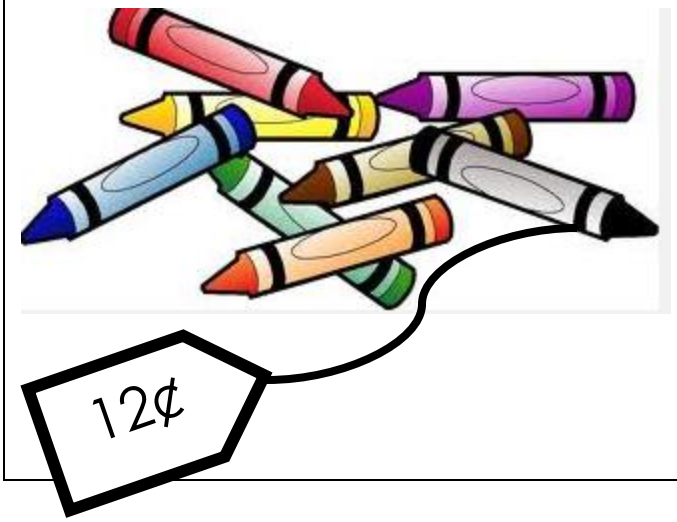
2. Draw/glue coins to make 15¢ 2 different ways (using different coins).

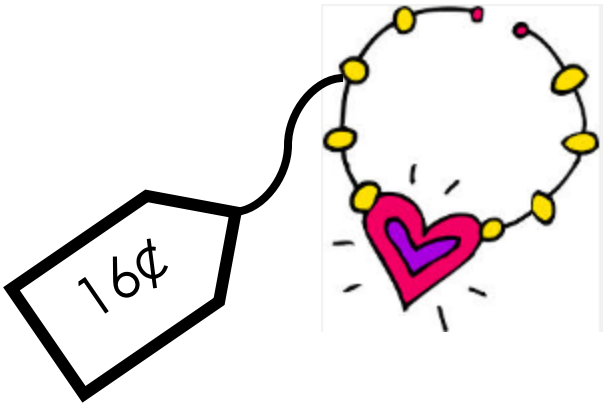
15¢

First Way	Second Way

3. Circle the coins needed to buy each item.







Grade 1

Number Sense & Numeration : Adding & Subtracting to 10

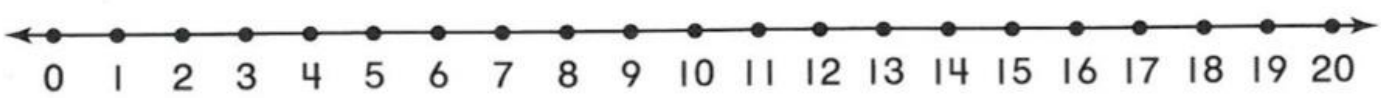
Name: _____

Learning Goal: Students will use a variety of strategies (pictures, number lines) to solve addition & subtraction problems to 10. Students will communicate strategies used and math terminology learned (counting on, counting back, sum, difference, equation).

	Level 1	Level 2	Level 3	Level 4
Part A Knowledge & Understanding	Student adds & subtracts numbers to 10 with major errors.	Student adds & subtracts numbers to 10 with several errors.	Student adds & subtracts numbers to 10 with few errors.	Student adds & subtracts numbers to 10 with no error.
Part B Problem Solving	Student attempts to solve problems but with major errors.	Student solves problems with several errors.	Student solves problems with a few minor errors.	Student accurately solves all problems.
Part C Communication	Student communicates mathematical steps & terminology with limited effectiveness.	Student communicates mathematical steps & terminology with some effectiveness.	Student communicates mathematical steps & terminology with considerable effectiveness.	Student communicates mathematical steps & terminology with a high degree of effectiveness.
Part D Application	Applies knowledge & skills learned with major errors.	Applies knowledge & skills learned with several errors.	Applies knowledge & skills learned with few errors.	Applies knowledge & skills learned with no error.

Part A – Knowledge and Understanding

1. Add or subtract. Use your number line (ruler) or hundreds chart.



4 + 6 =	10 – 6 =	4 + 4 =
2 + 7 =	10 – 7 =	10 – 9 =
3 + 6 =	10 – 4 =	9 – 5 =
8 – 5 =	4 + 2 =	7 – 4 =
8 – 2 =	6 + 3 =	8 + 2 =
9 – 4 =	7 + 3 =	8 – 6 =
5 + 5 =	2 + 7 =	10 – 2 =
10 – 8 =	5 + 4 =	6 – 3 =
5 – 4 =	1 + 8 =	10 – 5 =

Part B – Problem Solving

Read each word problem carefully. Circle the numbers you will use. Put a box around the key words that tell you whether to add or subtract.

1. There were 3 girls at the birthday party. There were 5 boys at the party. How many children were at the party **altogether**?

Picture	Number	Words There were _____ children at the party altogether.

2. Mom planted 10 plants in the garden. A rabbit came and ate 5 of the plants. How many plants did mom **have left**?

Picture	Number	Words Mom had _____ Plants left.

3. In a box of Smarties there were 8 red Smarties and 2 green Smarties. How many Smarties were there **altogether**?

Picture	Number	Words There were _____ Smarties altogether.

4. Eric had 9 hockey cards. He gave 7 hockey cards to his friend Joe. How many hockey cards did Eric **have left**?

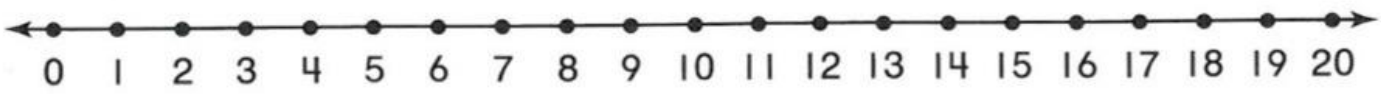
Picture	Number	Words He had _____ cards left.

5. John scored 9 goals. Stan scored 5 goals. **How many more** goals did John score than Stan?

Picture	Number	Words John scored _____ more goals.

Part B - Communication

1. Write the steps to solve the addition equation. Show what you did on the number line.



5 + 3 = _____

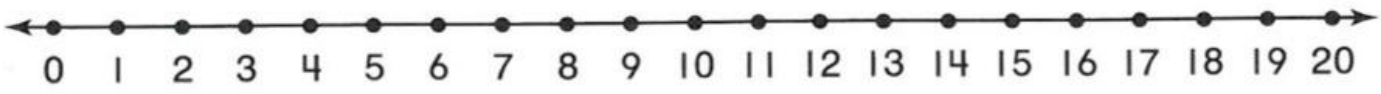
How did you do it?

1. _____
2. _____
3. _____

When you use a number line to add it is called counting _____.

The answer in an addition equation is called the _____.

2. Write the steps to solve the subtraction equation. Show what you did on the number line.



8 - 3 = _____

How did you do it?

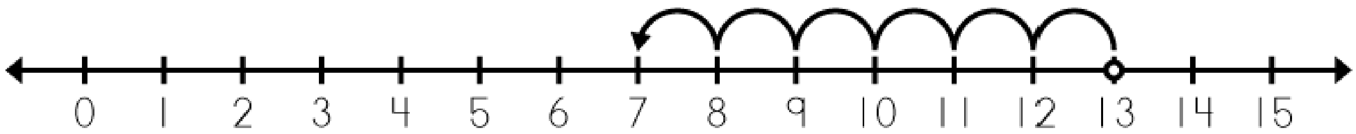
1. _____
2. _____
3. _____

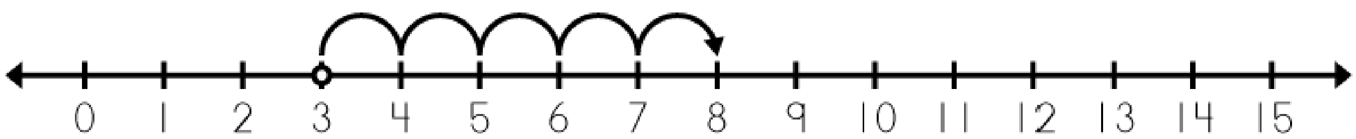
When you use a number line to subtract it is called counting _____.

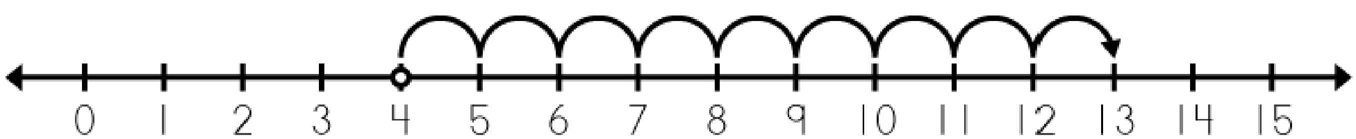
The answer in a subtraction equation is called the _____.

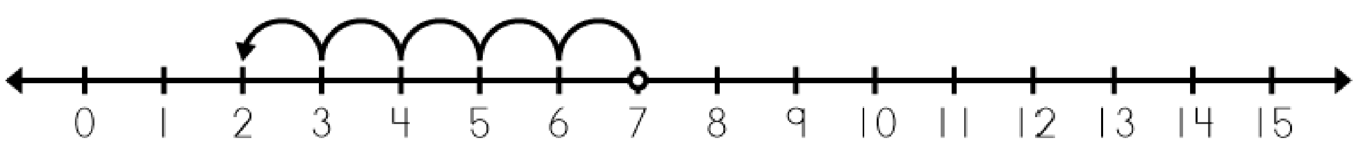
Part D – Application

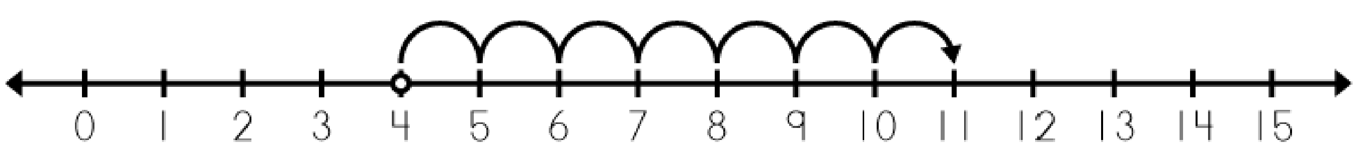
Write the addition or subtraction equation below each number line.











2. Fill in each question with an addition (+) or a subtraction (-) sign. You can check your work with a number line.

10 ◯ 7 = 3

9 ◯ 3 = 6

6 ◯ 4 = 10

8 ◯ 5 = 3

7 ◯ 3 = 4

6 ◯ 3 = 9

8 ◯ 3 = 5

4 ◯ 4 = 8

Be sure to check over all your work before handing in!

MEASUREMENT

1) Time Quiz

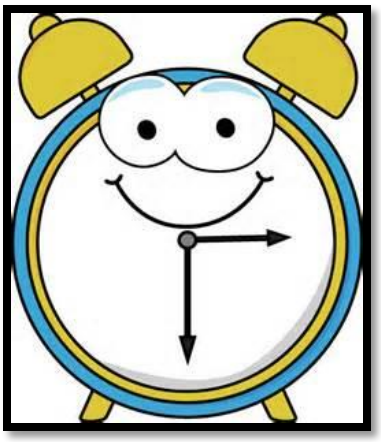
2) Time, Temperature & Calendar

3) Linear Measurement & Area

4) Mass & Capacity Quiz

Time Quiz – Grade 1

Name: _____

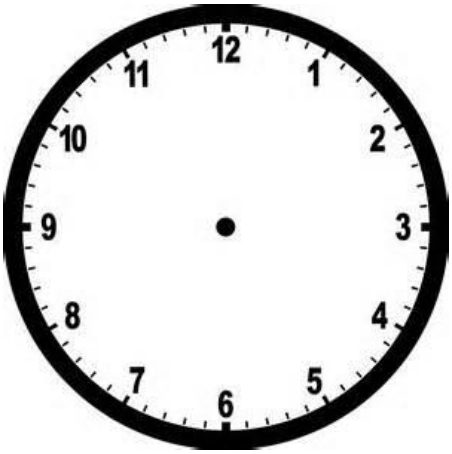


This quiz assesses student's knowledge & understanding only of time. It will highlight areas that individual students may need additional support in preparation for the end of unit test.

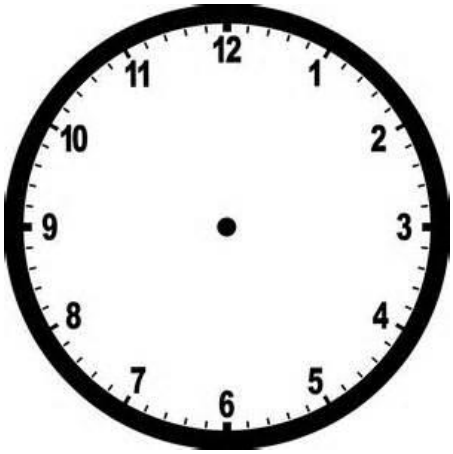
	Level 1	Level 2	Level 3	Level 4
Part A Drawing times when given the digital time.	Major errors.	Several errors.	Few minor errors.	No errors.
Part B Writing the digital time represented on an analogue clock.	Major errors.	Several errors.	Few minor errors.	No errors.
Part C Drawing times when given the time in words.	Major errors.	Several errors.	Few minor errors.	No errors.
Part D Writing the time in words.	Major errors.	Several errors.	Few minor errors.	No errors.

Descriptive Feedback:

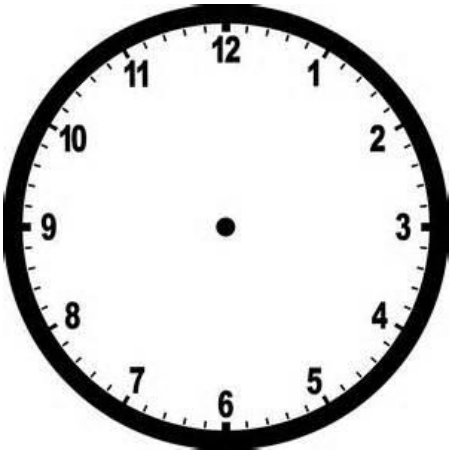
PART A – Draw the times when given the digital time.



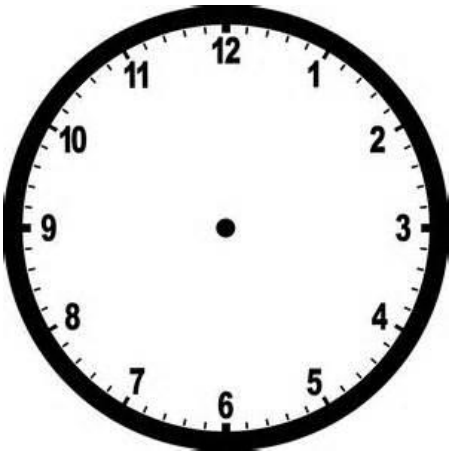
1:00



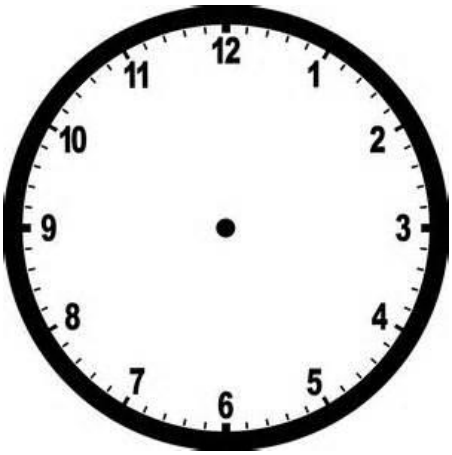
5:00



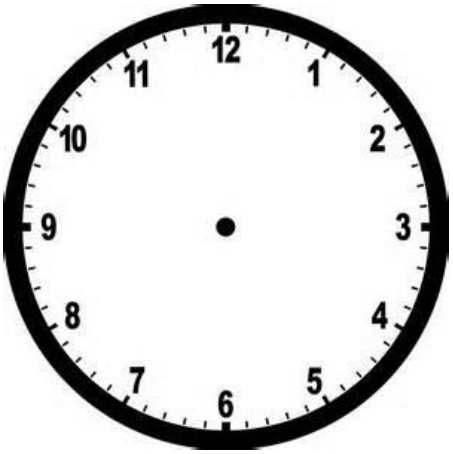
4:30



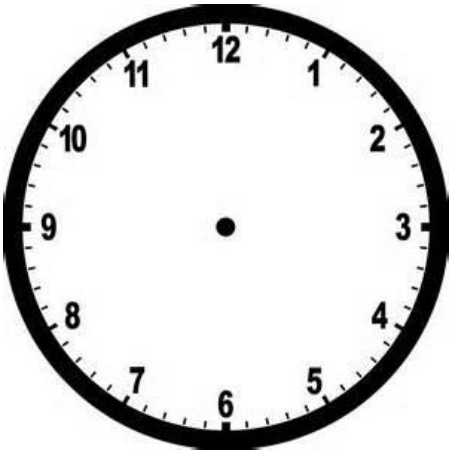
9:30



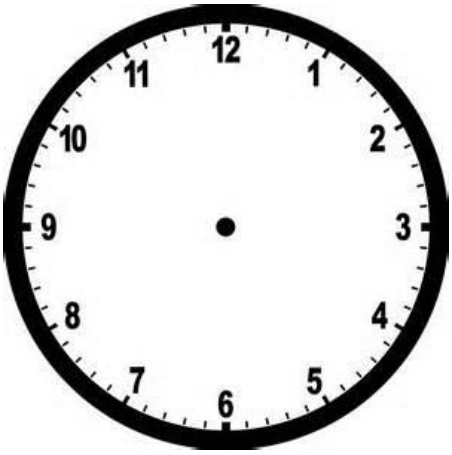
6:00



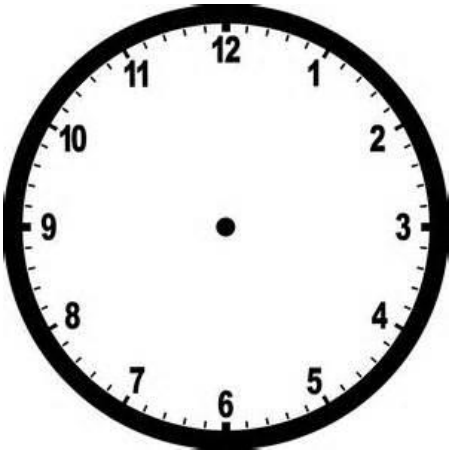
7:30



10:00

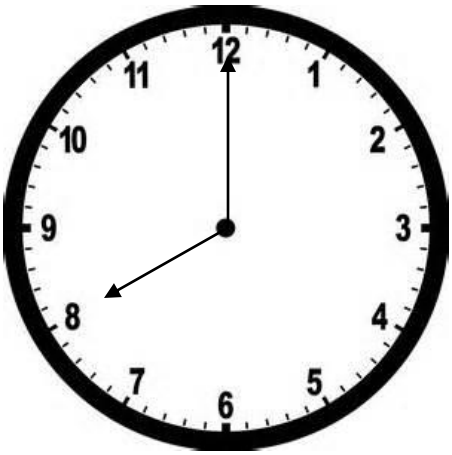


3:30

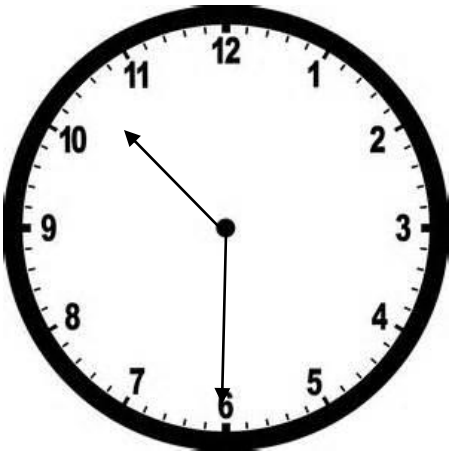


12:30

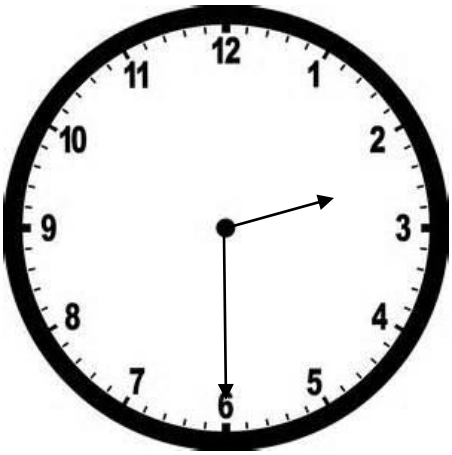
PART B – Write the digital time.



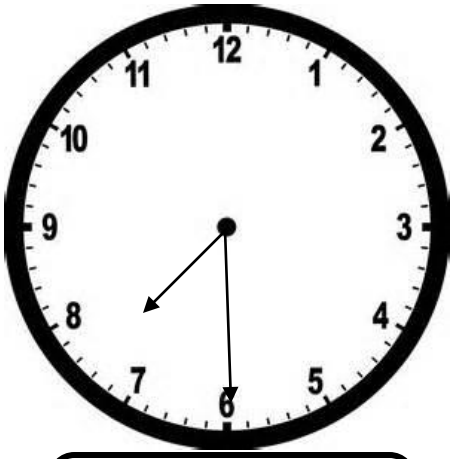
:



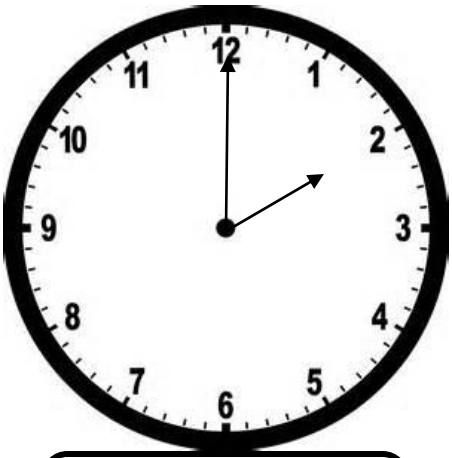
:



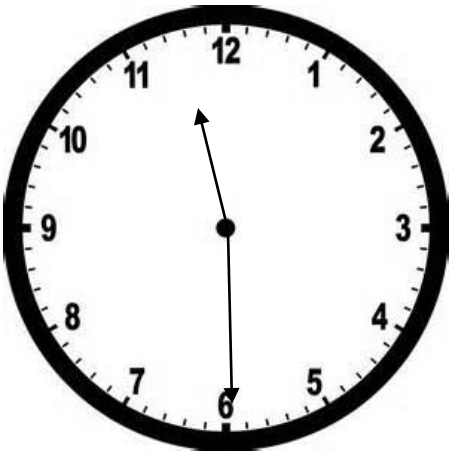
:



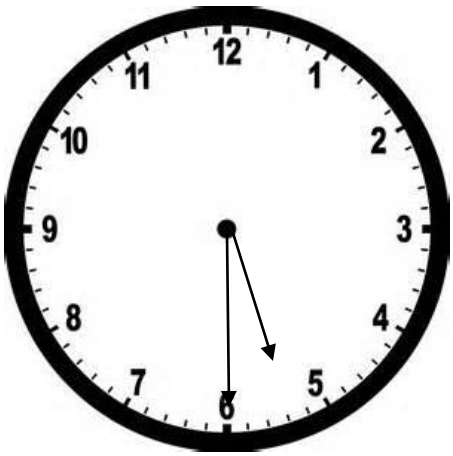
:



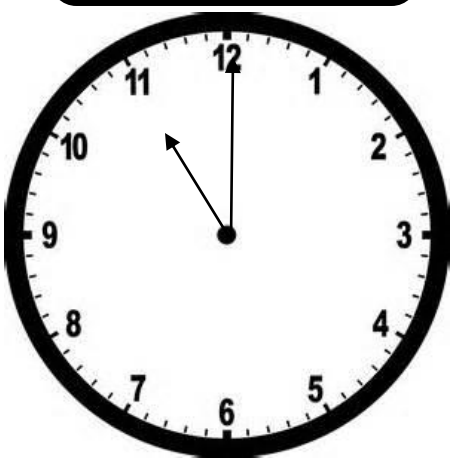
:



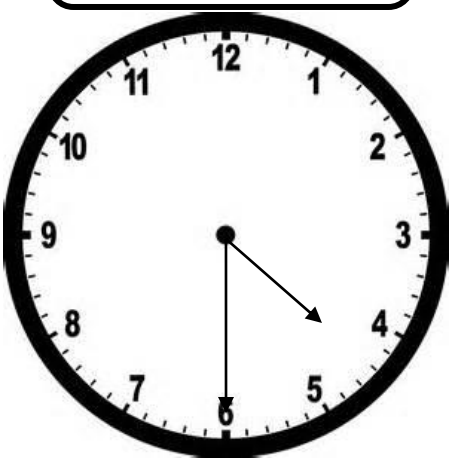
:



:

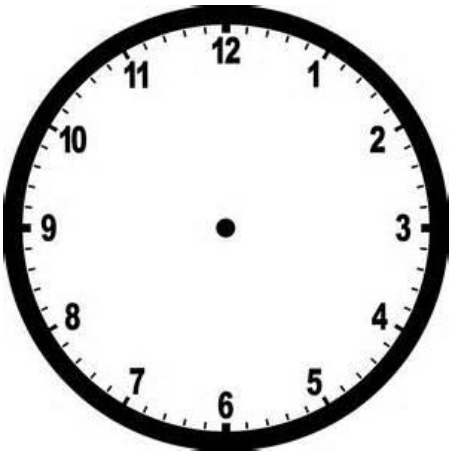


:

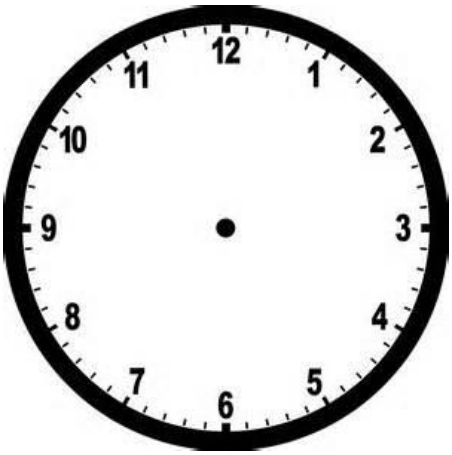


:

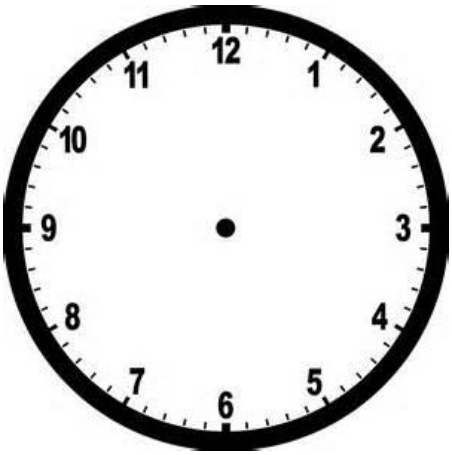
PART C – Draw the time when given the words.



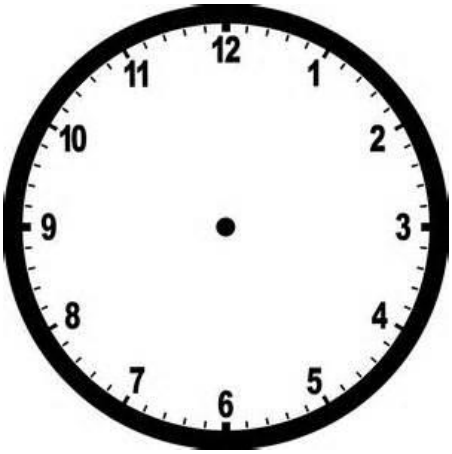
half past 5



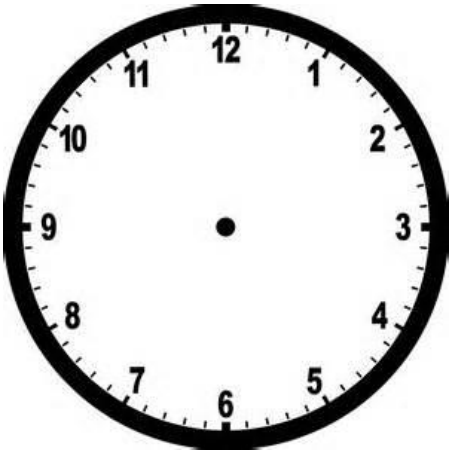
6 o'clock



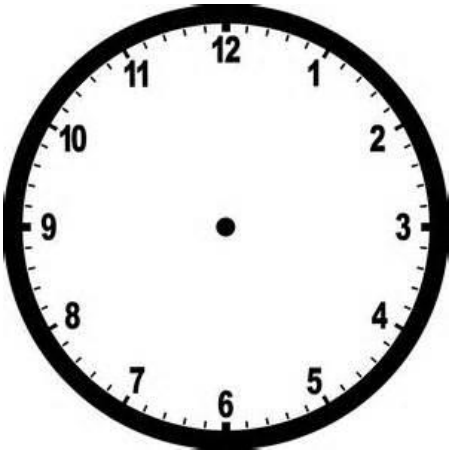
7 o'clock



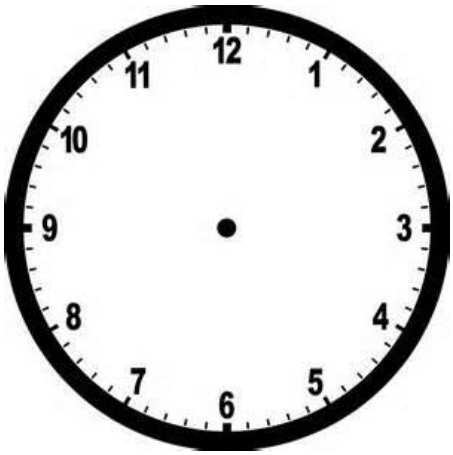
half past 3



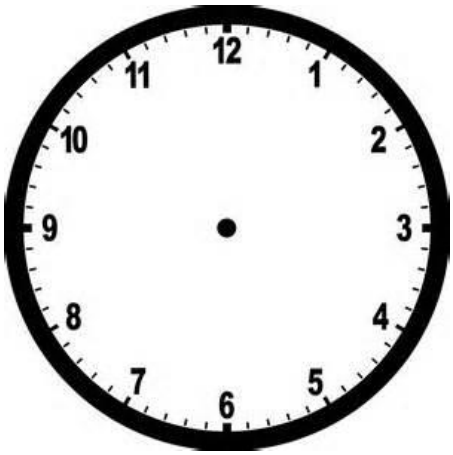
half past 9



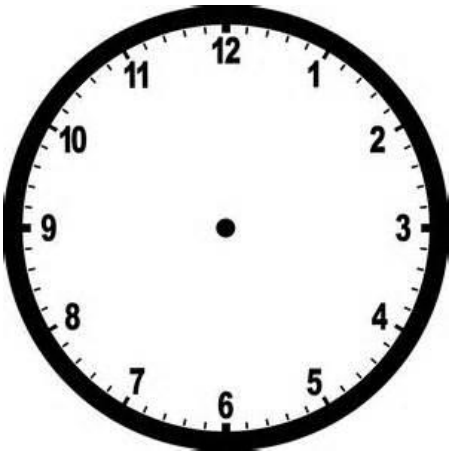
12 o'clock



half past 11



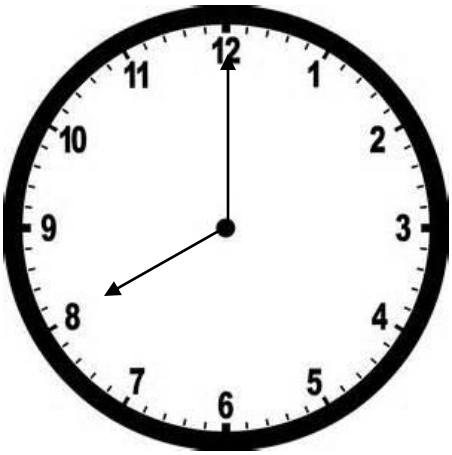
8 o'clock



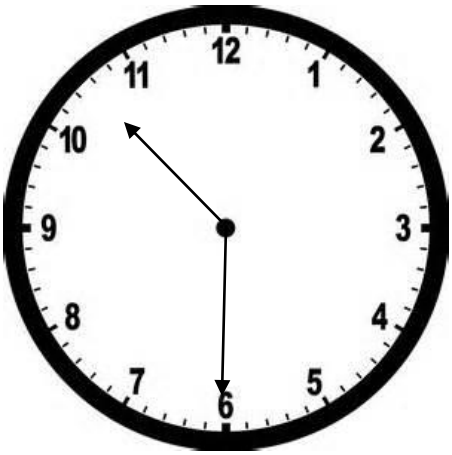
half past 1

Part D – Write the time in words.

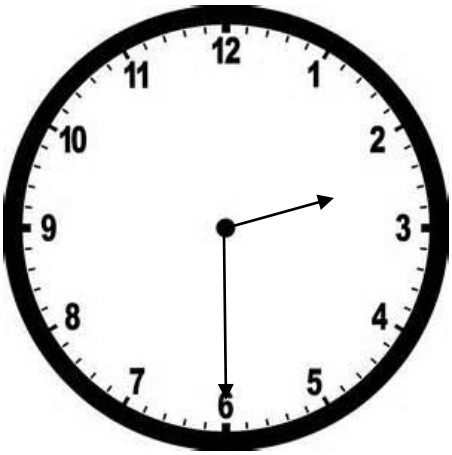
o'clock half past



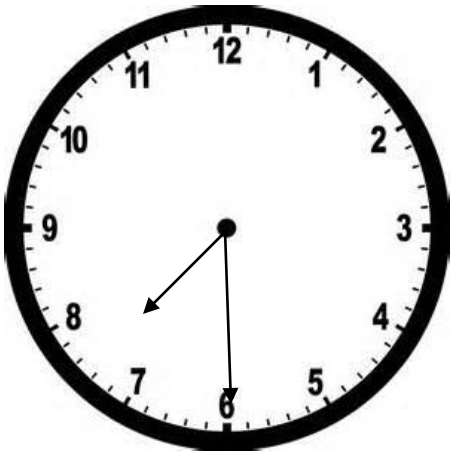
_____



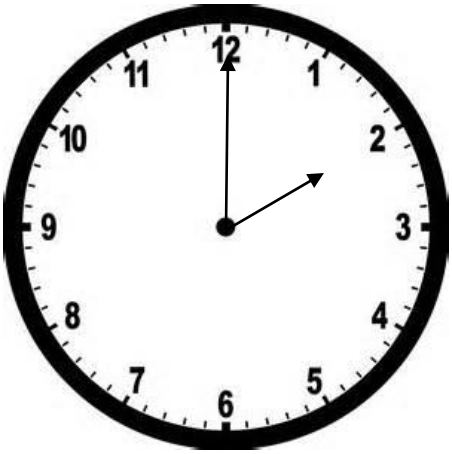
_____



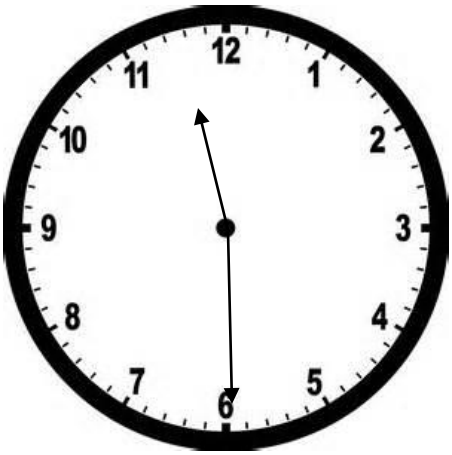
_____



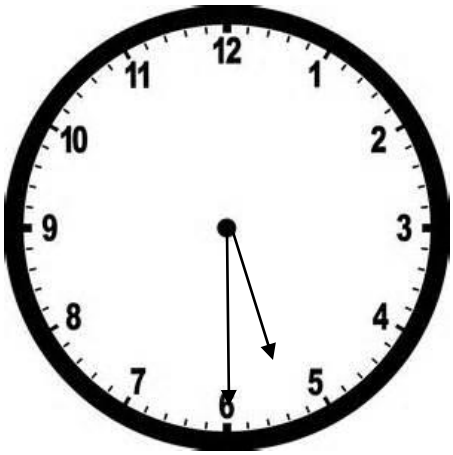
_____



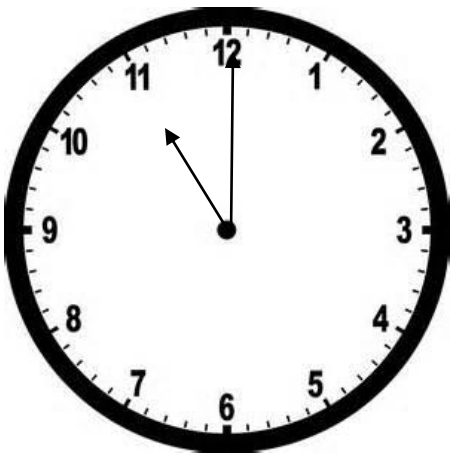
_____



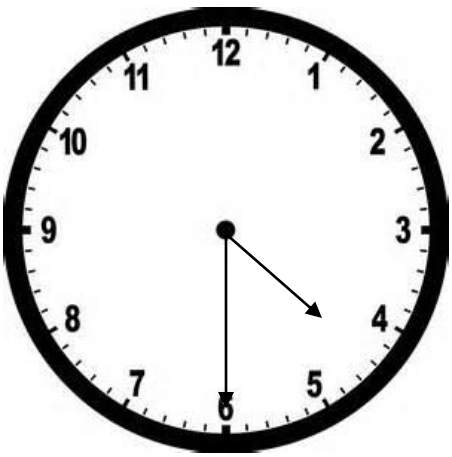
_____



_____



_____

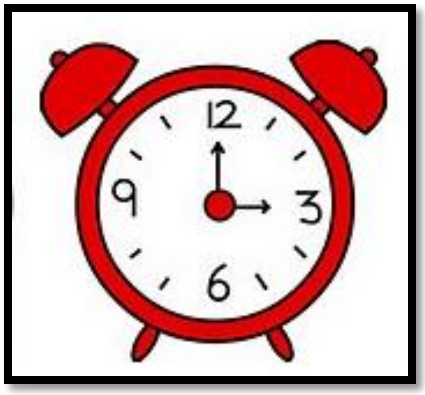


_____

Grade 1

Time, Temperature & Calendar Assessment

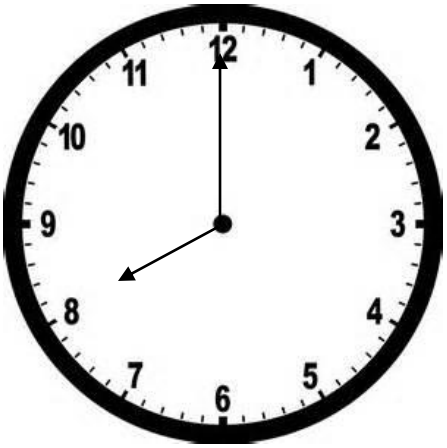
Name: _____



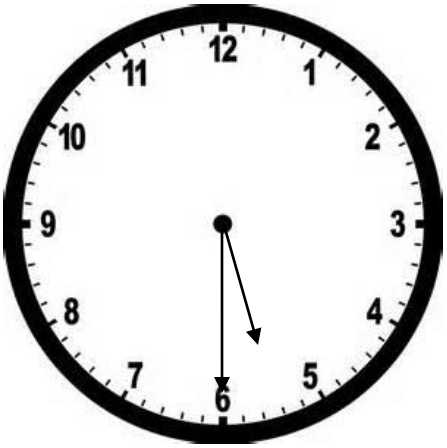
	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Demonstrates limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no error.
Part B Problem Solving	Demonstrates limited problem solving skills – major errors. Student has difficulty showing work.	Demonstrates some problem solving skills. Several errors / information missing.	Demonstrates problem solving skills using pictures, numbers, words. Few errors / information missing.	Demonstrates effective problem solving skills using pictures, numbers, words. No error.
Part C Communication	Student is rarely able to explain his/her mathematical thinking.	Student has some difficulty explaining mathematical thinking.	Student explains mathematical thinking. Some information may be missing or unclear.	Student effectively explains mathematical thinking.
Part D Application	Applies knowledge and skills learned with major errors.	Applies knowledge and skills learned with several errors.	Applies knowledge and skills learned with few errors.	Applies knowledge and skills learned with no error.

PART A

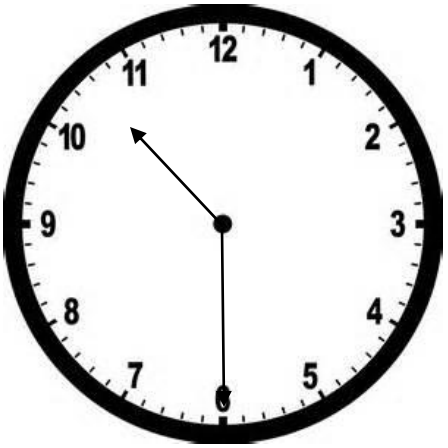
1. Write the digital time.



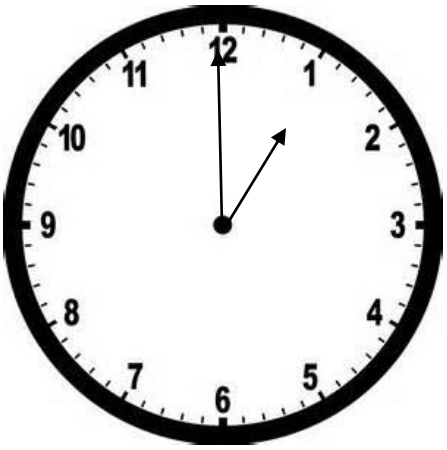
:



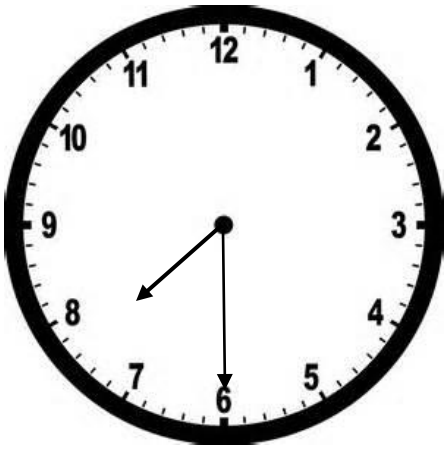
:



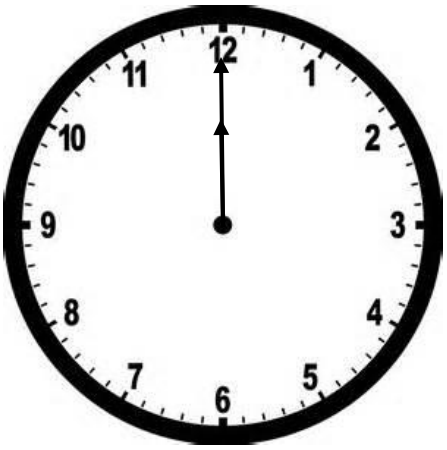
:



:



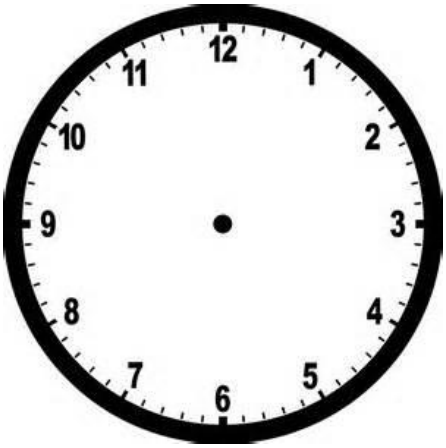
:



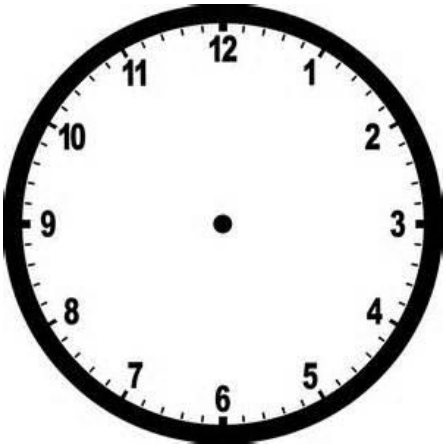
:

2. Draw the times.

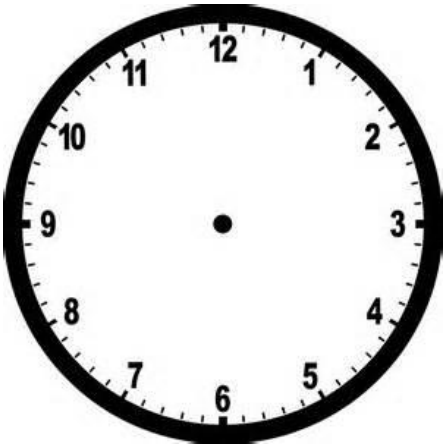
4:00



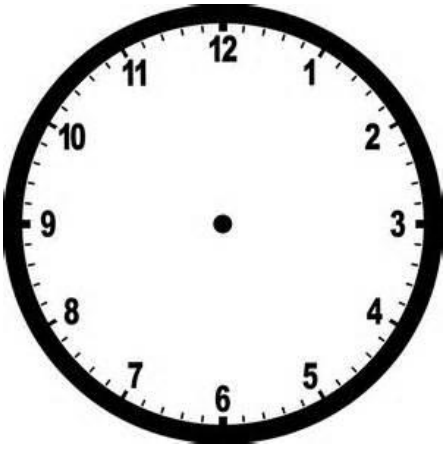
2:30



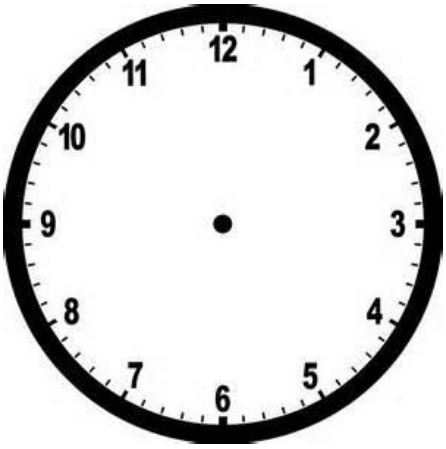
Half past 3



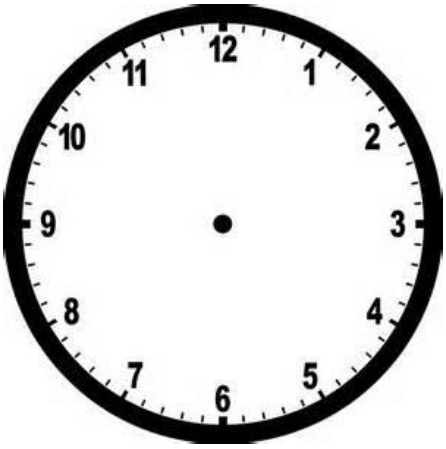
7 o'clock



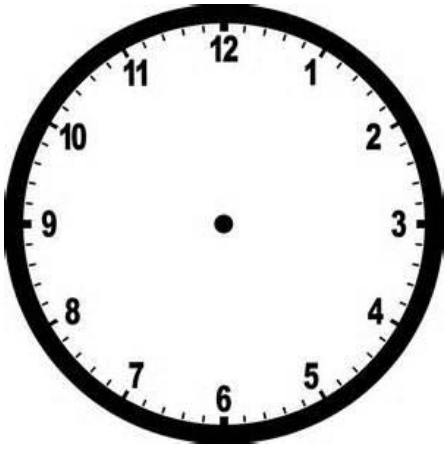
8:30



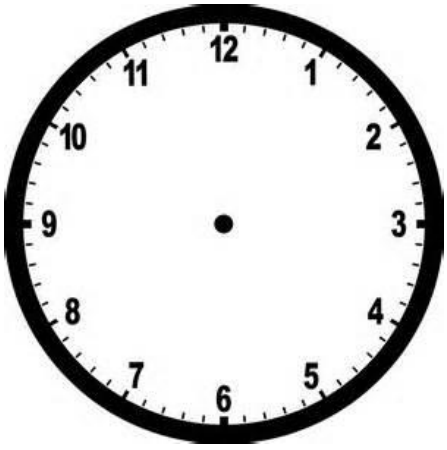
Half past 4



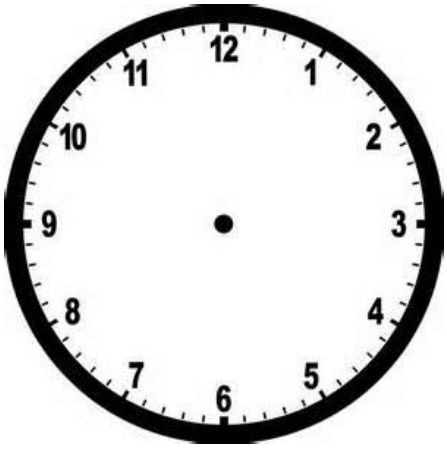
6:00



Half past 12



9:30



3. Use the calendar to answer the questions

February 2015

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Groundhog Day	3	4	5	6 100th Day of School	7
8	9	10	11	12	13	14 Valentine's Day
15	16	17	18	19	20	21
22	23	24	25	26	27	28

a) How many days are in February? _____

b) What day of the week is Groundhog Day? _____

c) What day of the week is the 100th day of school?

_____

d) What day of the week does February start on?

_____

e) What day of the week does February end on?

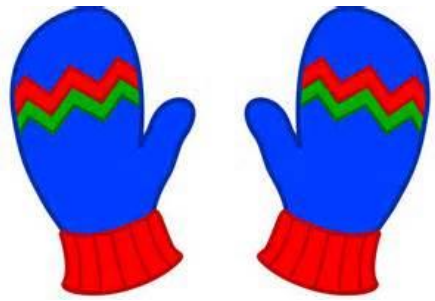
_____

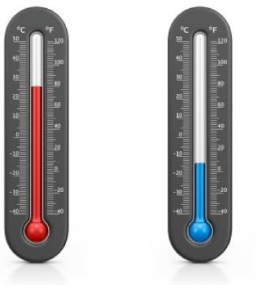
f) What day of the week is Valentine's Day?

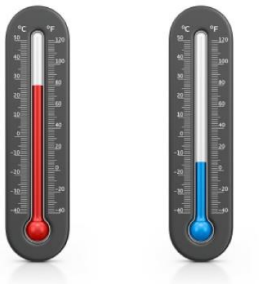
_____

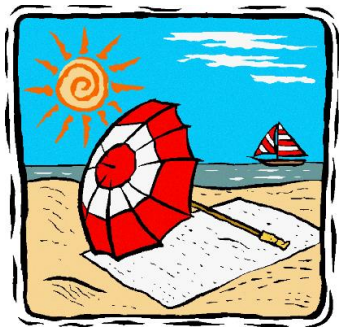
g) What day of the week is February 17th? _____

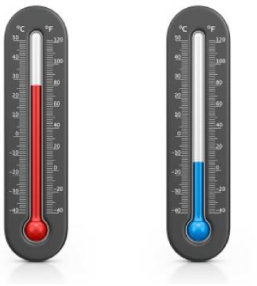
4. Circle the thermometer that matches each picture.

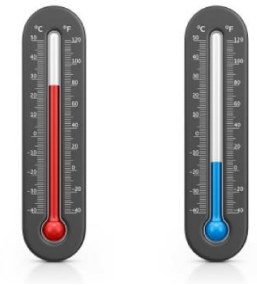


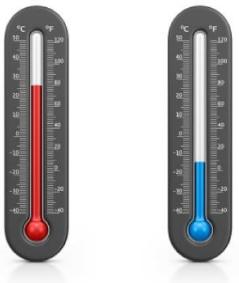












Part B – Problem Solving

MARCH

Sunday		Tuesday	Wednesday	Thursday		Saturday
1	**2**	**3**	**4**		**6**	**7**
	9	**10**	**11**	**12**		**14**
15 Leave on Trip	**16**	**17**	**18**	**19** Come home	**20**	**21**
22		**24**	**25**	**26**	**27**	**28**
29	**30**	**31**				

1. a) Fill in the missing information on the calendar.

b) How many Saturdays are there in March? _____

c) How many days was the family away on a trip? _____

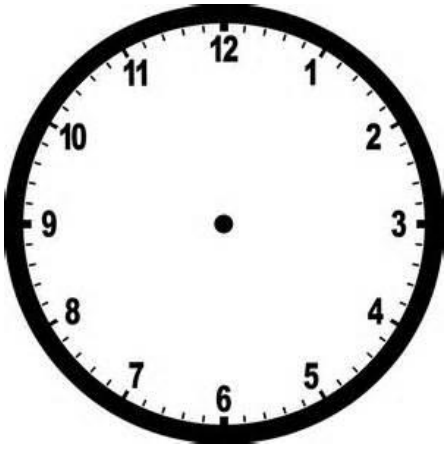
d) Ethan has hockey on Tuesday nights. How many nights does he have hockey in March? _____

e) What is the name of the month that comes after March? _____

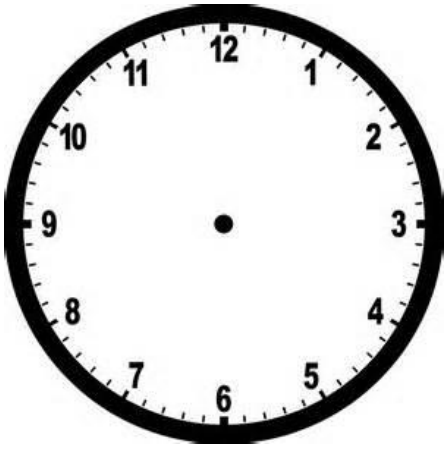
f) What day of the week will the next month start on?

_____

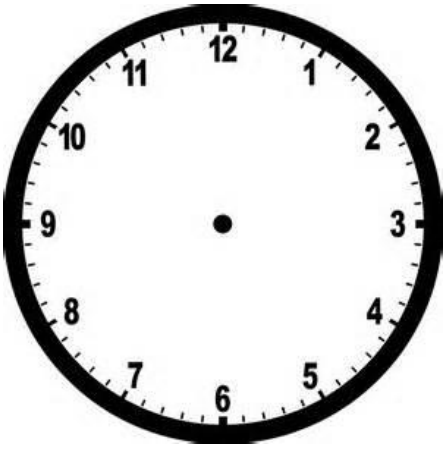
2. Billy was having a birthday party. Draw the times that each friend came to the party.



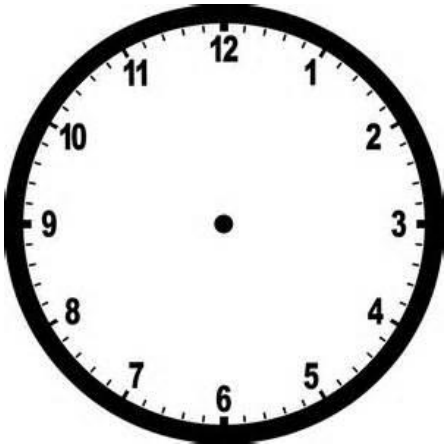
Sam came at 5:00



Beth came at half past 4



Sue came at 6 o'clock



Tom came at 5:30

a) Who came to the party **first**? _____

b) Who got to the party **last**? _____

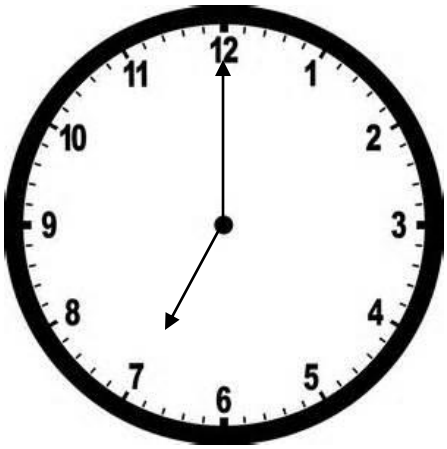
c) If the party started at **5:00** who was late?

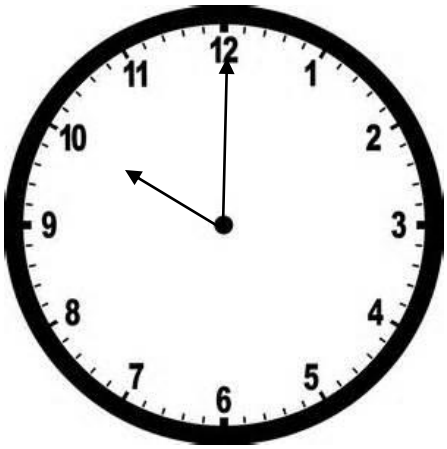
_____ and _____

Part C – Communication

1. For each time, circle the correct clock. Tell why.

7:00

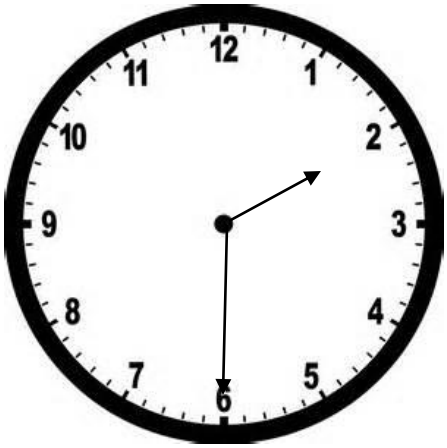


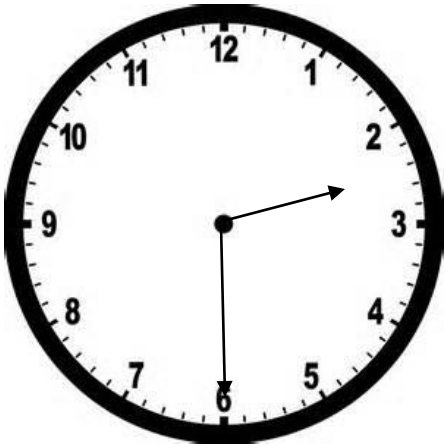


This is the correct clock because _____

_____

2:30

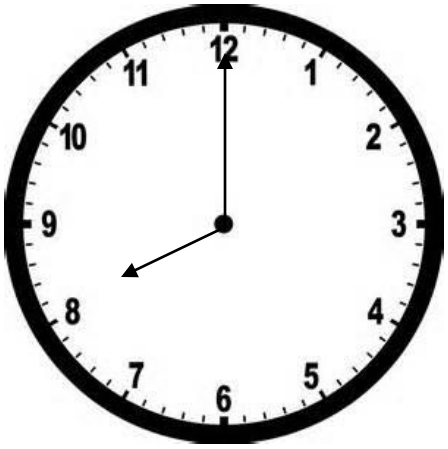


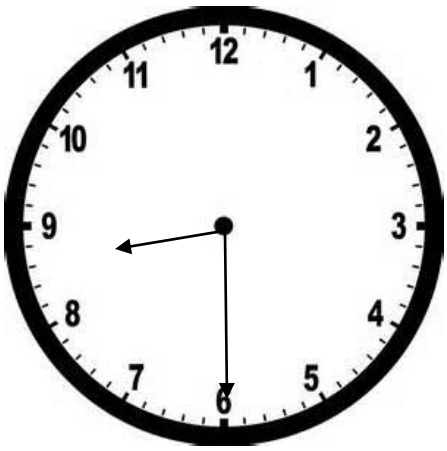


This is the correct clock because _____

_____

8:30





This is the correct clock because _____

_____

2. How can you tell the difference between an analogue and a digital clock?

The analogue clock _____

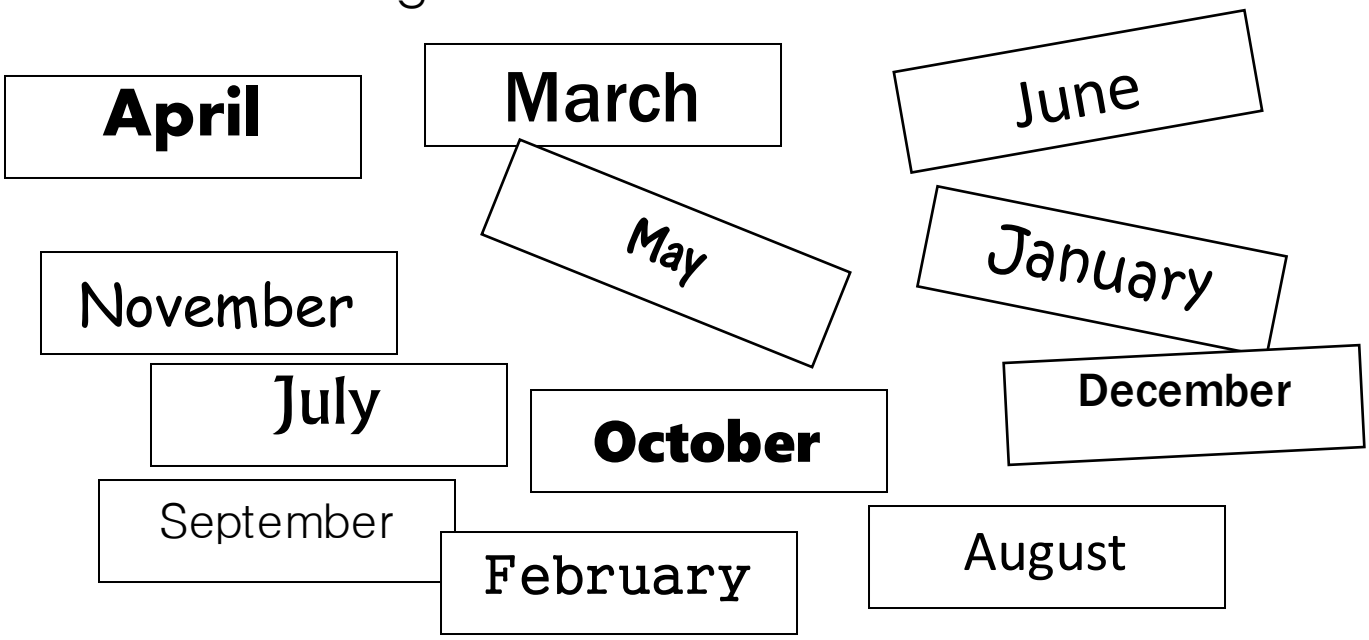
_____

The digital clock _____

_____

Part D – Application

1. OH NO! Your teacher dropped all the months of the year flashcards and now they are out of order! Can you write the months in order again?



_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Make the following times for your teacher using the clock provided.

Times	✓	✗
5 o'clock		
Half past 7		
2:30		
9:00		
Half past 10		
11:00		
9:30		
1:00		
Half past 12		
12 o'clock		

It's "time" to hand in your work!

Grade 1

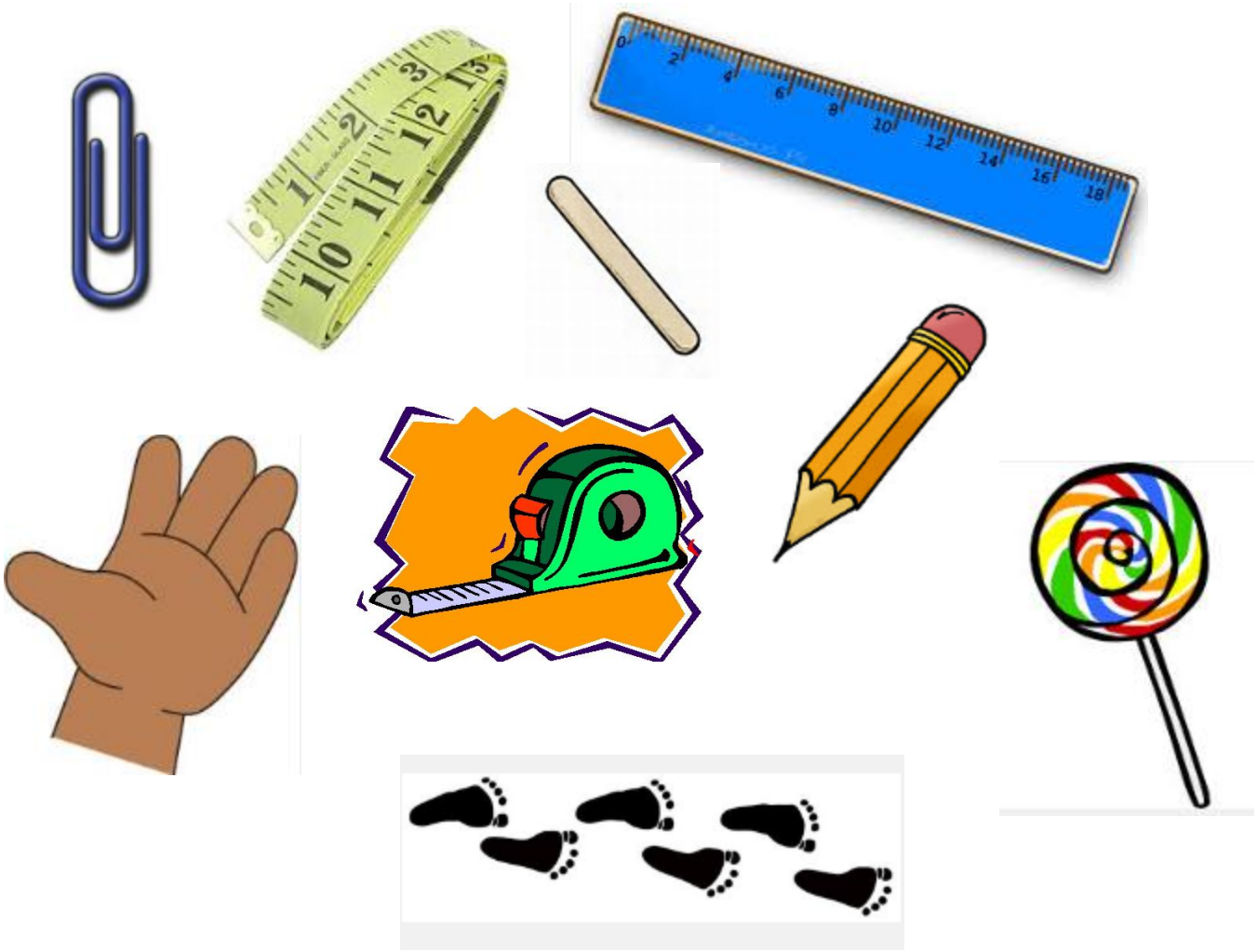
Linear Measurement & Area Assessment

Name: _____

	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Demonstrates limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no error.
Part B Problem Solving	Demonstrates limited problem solving skills – major errors. Student has difficulty showing work.	Demonstrates some problem solving skills. Several errors / information missing.	Demonstrates problem solving skills using pictures, numbers, words. Few errors / information missing.	Demonstrates effective problem solving skills using pictures, numbers, words. No error.
Part C Communication	Student is rarely able to explain his/her mathematical thinking.	Student has some difficulty explaining mathematical thinking.	Student explains mathematical thinking. Some information may be missing or unclear.	Student effectively explains mathematical thinking.
Part D Application	Applies knowledge and skills learned with major errors.	Applies knowledge and skills learned with several errors.	Applies knowledge and skills learned with few errors.	Applies knowledge and skills learned with no error.

Part A – Understanding

1. Circle the **standard** tools for measurement. Put an X over the **non-standard** tools.



2. Measure each line to the nearest cm.

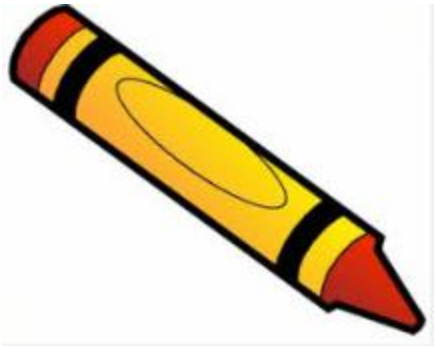
 _____ cm

 _____ cm

 _____ cm

 _____ cm

3. Measure each picture with paper clips and then with your ruler. Remember to go to the nearest paper clip and nearest cm.

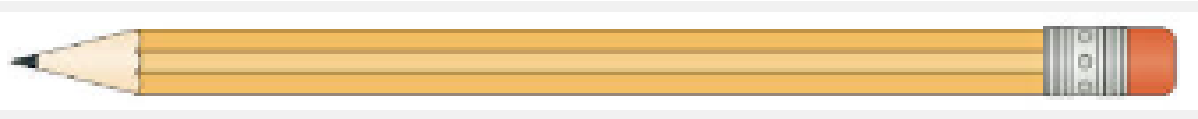


It is about _____ paper clips.

It is about _____ cm.

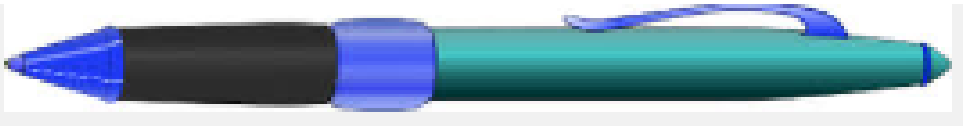
It is about _____ paper clips.

It is about _____ cm.



It is about _____ paper clips.

It is about _____ cm.



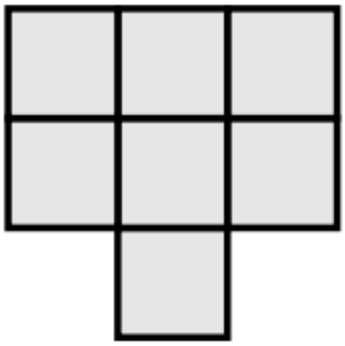
It is about _____ paper clips.

It is about _____ cm.

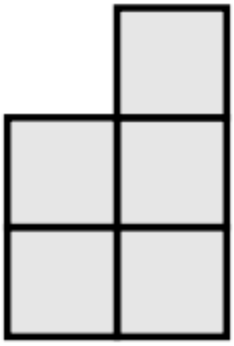
It is about _____ paper clips.

It is about _____ cm.

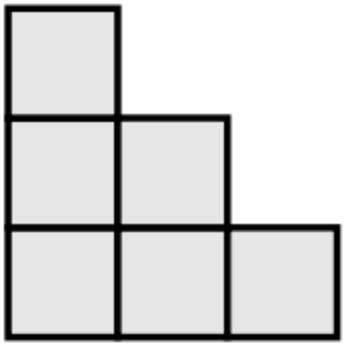
4. Find the **area** of each shape.



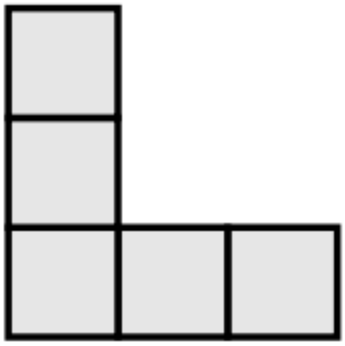
_____ square units



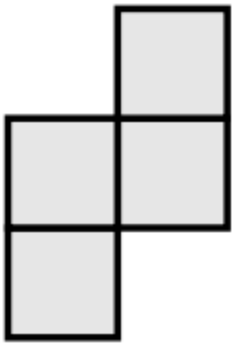
_____ square units



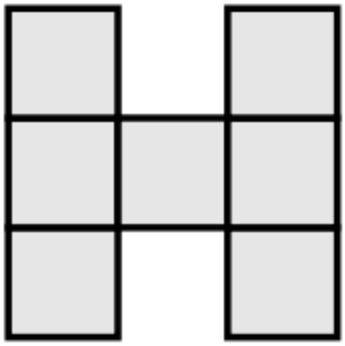
_____ square units



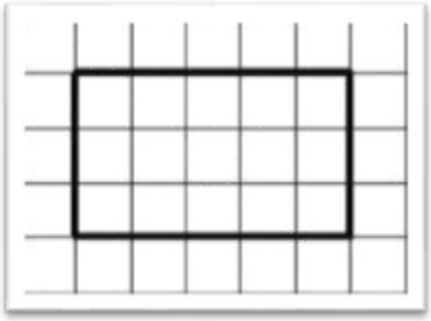
_____ square units



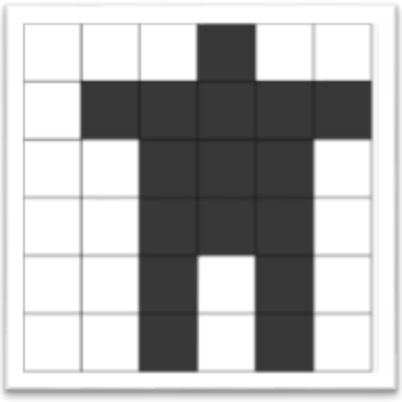
_____ square units



_____ square units



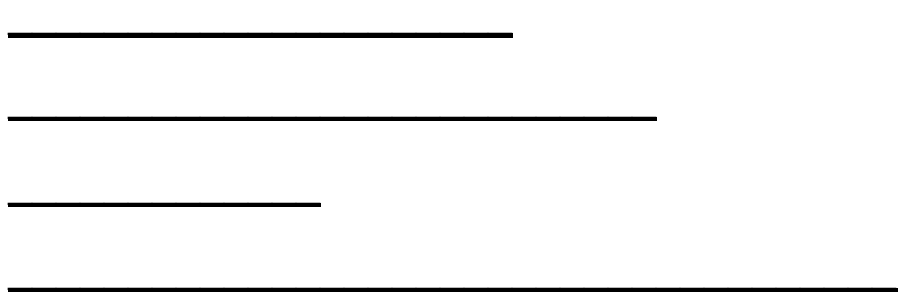
_____ square units



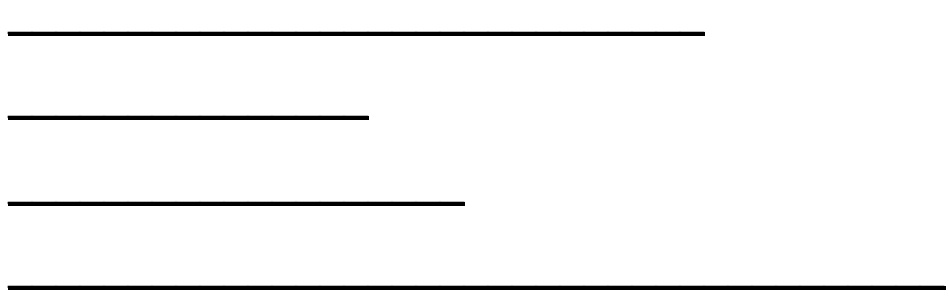
_____ square units

Part B – Problem Solving

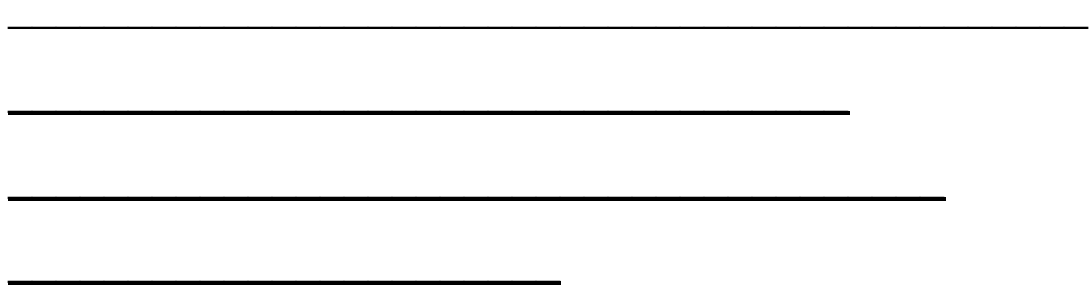
1. Circle the 2nd longest line.



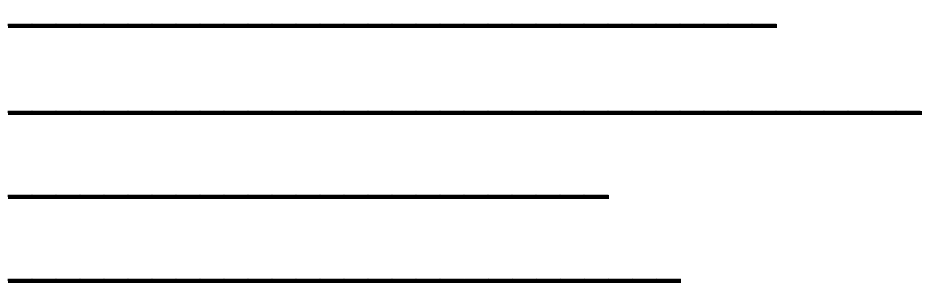
2. Circle the 3rd shortest line.



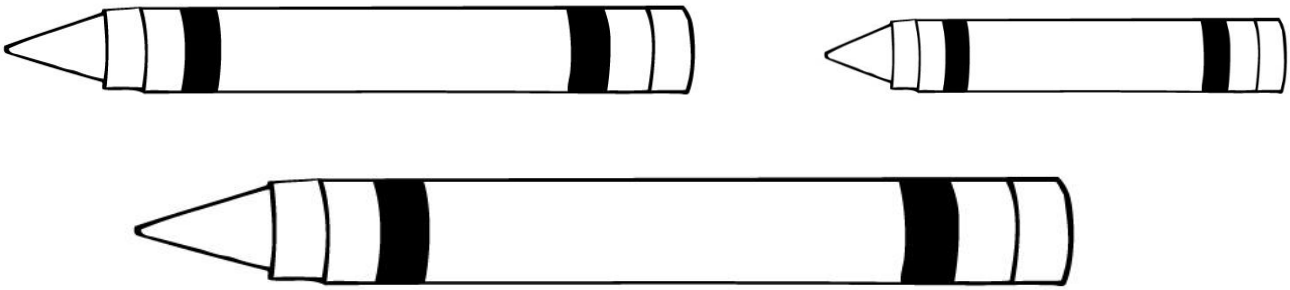
3. Circle the 2nd shortest line.



4. Circle the 2nd longest line.



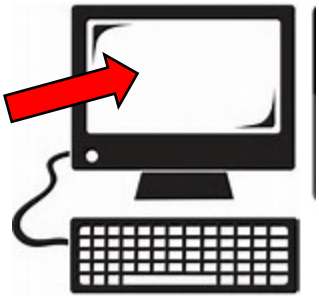
5. The red crayon is the longest. The blue crayon is longer than the yellow crayon. Colour the crayons.



6. Which has a larger area? Circle it.

a) The top of your desk or the top of a book.

b) A computer screen or your classroom floor.



Part C – Communication

1. If you were going to measure the length of your desk, what object below would you need more of? Tell why.

paper clip

popsicle stick

I would need more _____ because _____

_____

2. Tell what unit you would use to measure each object below. (paper clip or popsicle stick)

The length of an eraser.

I would use a _____because _____

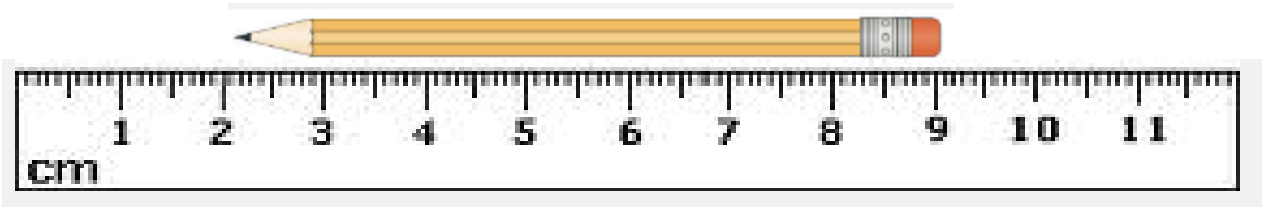
_____

The height of the door.

I would use a _____ because _____

_____

3. Glen said the length of this pencil is 9cm. Is he correct? Tell why or why not.



_____

_____

4. Draw/name 2 objects that you would use a paper clip to measure.

5. Draw/name 2 objects that you would use a popsicle stick to measure.

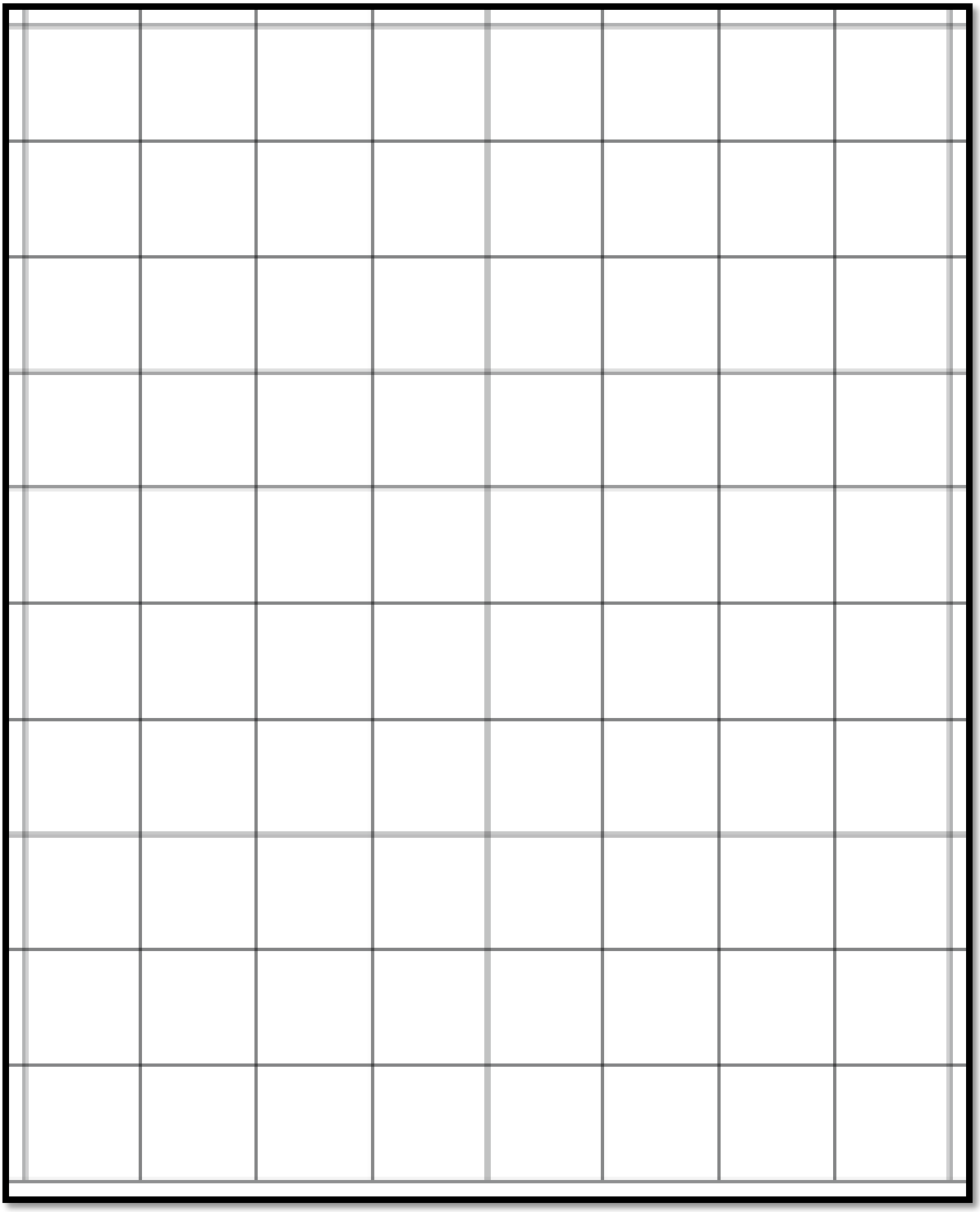
Part D – Application

1. Draw and colour shapes with the following areas.

a) 7 square units **(blue)**

b) 10 square units **(red)**

c) 4 square units **(yellow)**

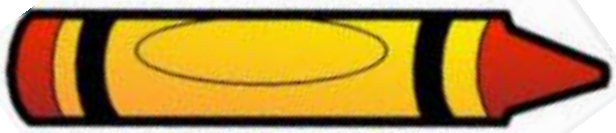


2. Draw.

a) Draw a snake that is **longer** than the pencil.

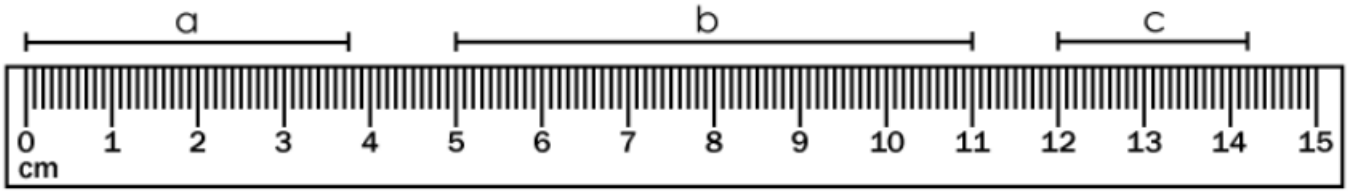
b) Draw a flower that is **taller** than the lollipop.

c) Draw a line that is **shorter** than the crayon.

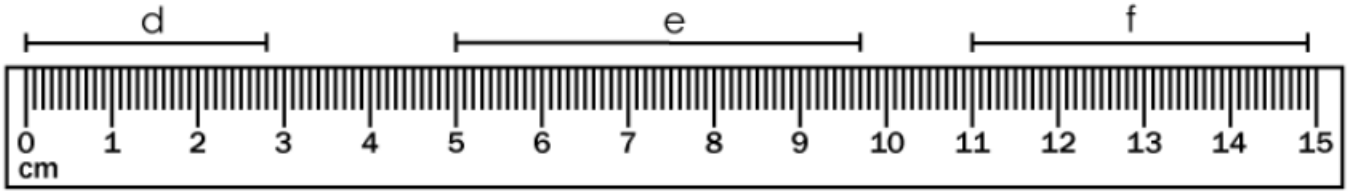


d) Draw a flower that is shorter than the door.

3. Measure each line below using the rulers.



a = _____ b = _____ c = _____



d = _____ e = _____ f = _____

4. Use a meter stick.

a) Find 2 objects in the classroom that are **longer** than a meter stick.

b) Find 2 objects in the classroom that are **shorter** than a meter stick.

Grade 1

Mass & Capacity Quiz

Name: _____

	Level 1	Level 2	Level 3	Level 4
Part A MASS	Student demonstrates limited understanding of mass – major errors.	Student demonstrates some understanding of mass – several errors.	Student demonstrates an understanding of mass – few errors.	Student demonstrates a thorough understanding of mass – no errors.
Part B CAPACITY	Student demonstrates limited understanding of capacity – major errors.	Student demonstrates some understanding of capacity – several errors.	Student demonstrates an understanding of capacity – few errors.	Student demonstrates a thorough understanding of capacity – no errors.

Part A – Mass

1. Circle the objects that you would measure using mass.

2. Tell whether each object would be **heavy** or **light.**

_____

_____

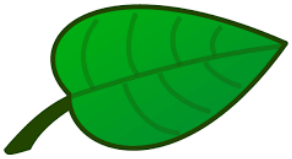
_____

_____

_____

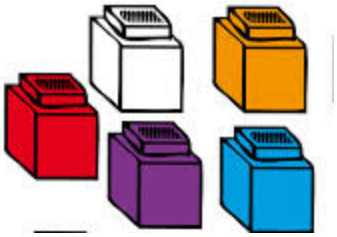
_____

3. Circle the **heavy** object in each set.

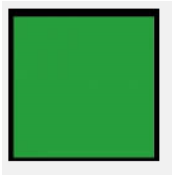


4. Use a balance scale. Circle the heavier object in each set.

a) 5 cubes OR 20 paper clips



b) 7 square blocks OR 5 hexagon blocks



c) 10 popsicle sticks OR 1 eraser

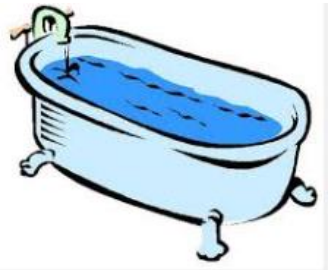
d) 2 glue sticks OR 8 dice

Part B – CAPACITY

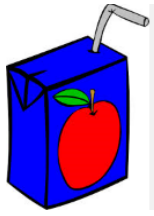
1. Circle the objects that you would measure using capacity.

2. Tell whether each object has a **large** or **small** capacity.

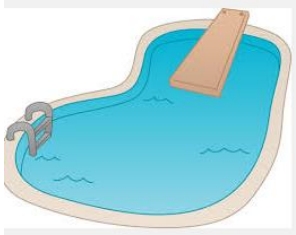
_____



_____



_____



_____

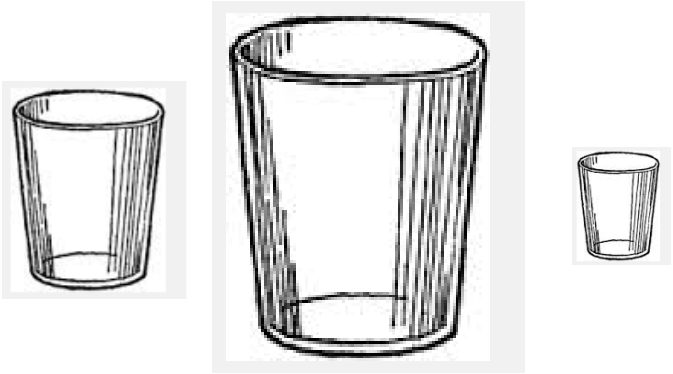
_____

_____

3. Circle the glass that would fill **first** in each group.

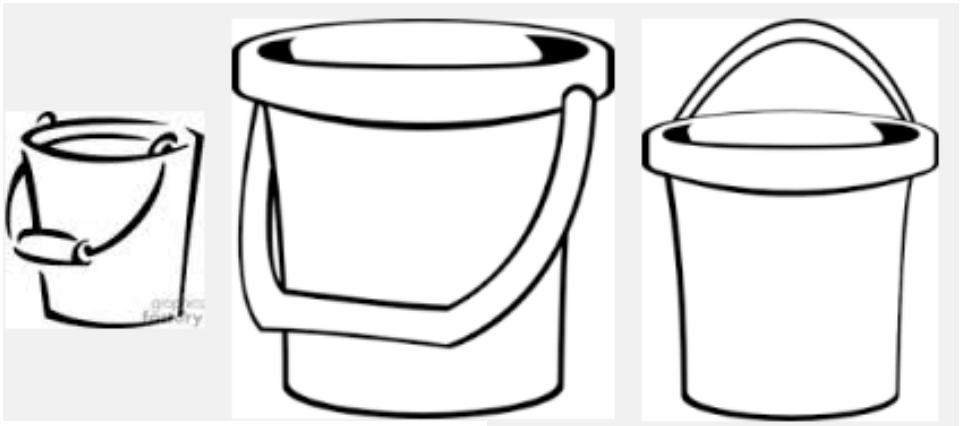
a)

b)

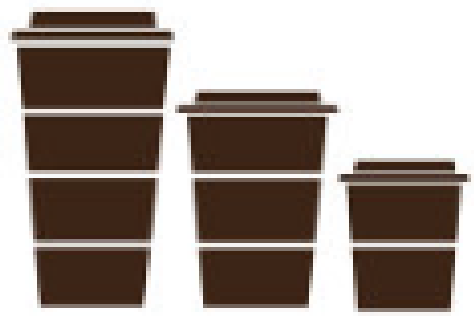


4. Circle the container that would fill **last** in each group.

a)

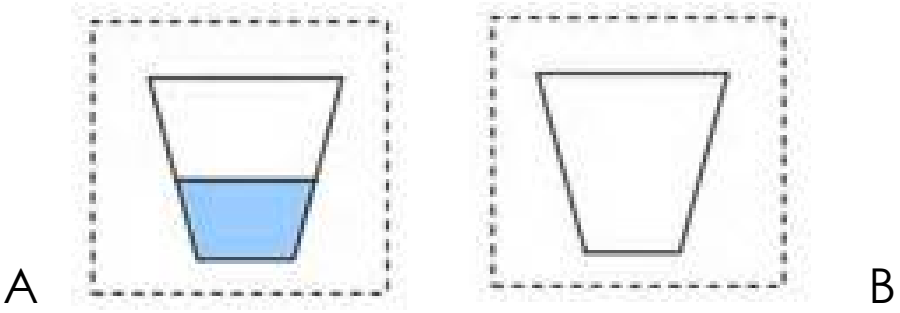


b)

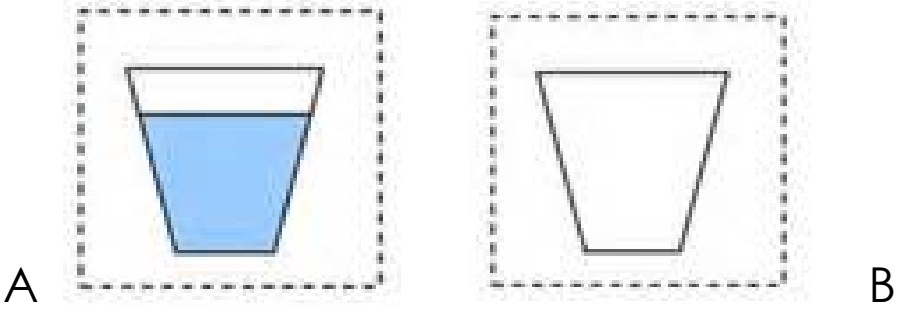


5. Colour.

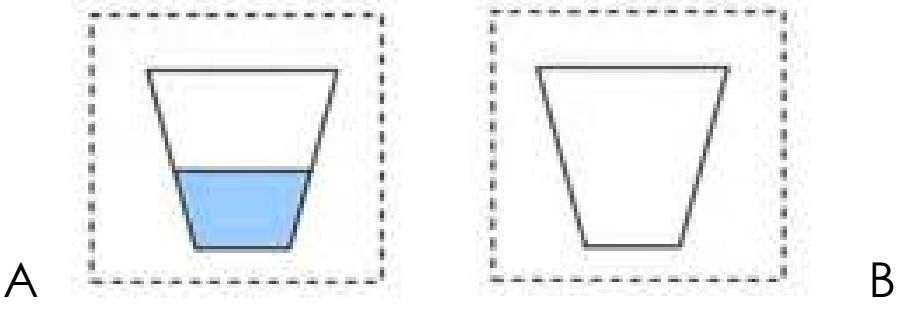
a) Shade B to show **more** liquid than in A.



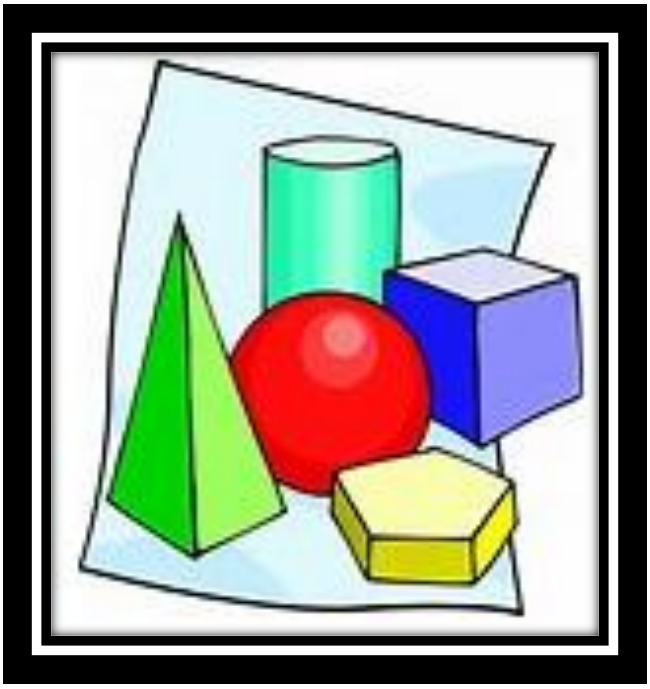
b) Shade B to show **less** liquid than in A.



c) Shade B to show **the same** liquid as in A.



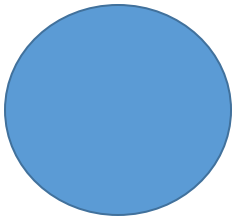
Geometry & Spatial Sense



1) 2D Geometry & Symmetry
2) 3D Geometry
3) Location & Movement

Grade 1 Assessment – 2D Geometry & Symmetry

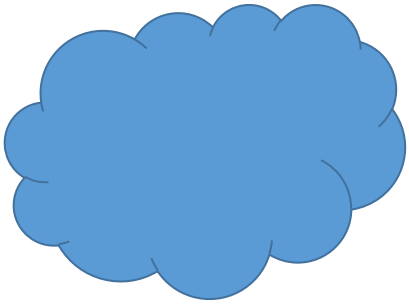
Name: _____

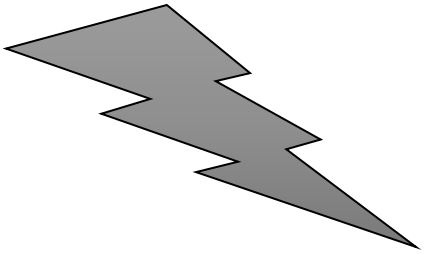



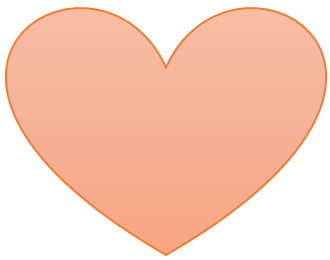
	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Demonstrates limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no error.
Part B Problem Solving	Demonstrates limited problem solving skills – major errors. Student has difficulty showing work.	Demonstrates some problem solving skills. Several errors / information missing.	Demonstrates problem solving skills using pictures, numbers, words. Few errors / information missing.	Demonstrates effective problem solving skills using pictures, numbers, words. No error.
Part C Communication	Student is rarely able to explain his/her mathematical thinking.	Student has some difficulty explaining mathematical thinking.	Student explains mathematical thinking. Some information may be missing or unclear.	Student effectively explains mathematical thinking.
Part D Application	Applies knowledge and skills learned with major errors.	Applies knowledge and skills learned with several errors.	Applies knowledge and skills learned with few errors.	Applies knowledge and skills learned with no error.

Part A – Understanding

1. Circle all the pictures that have symmetry. Cross out all the shapes that do not.

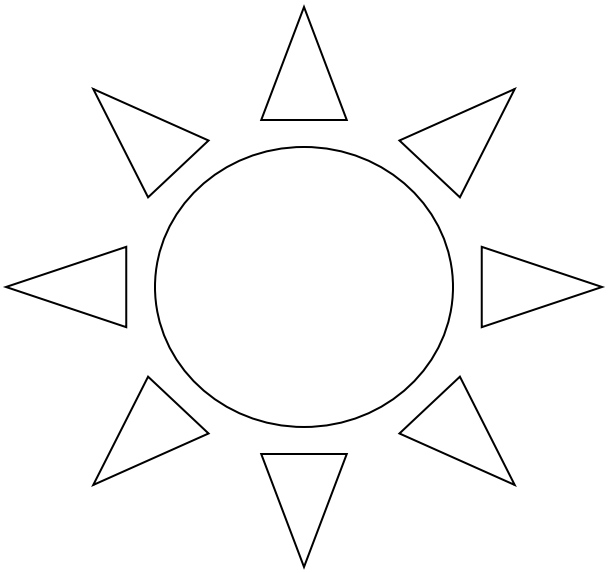


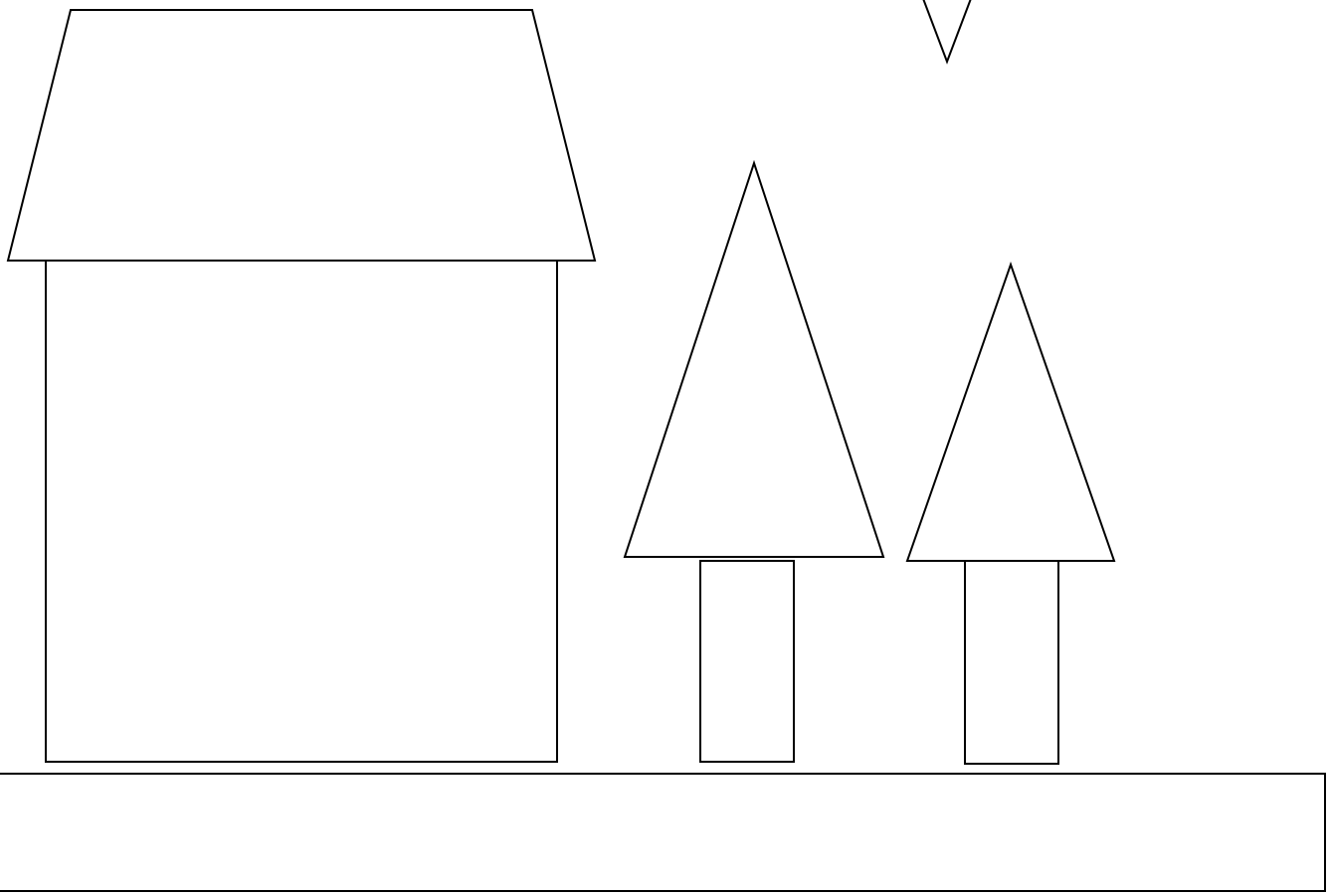




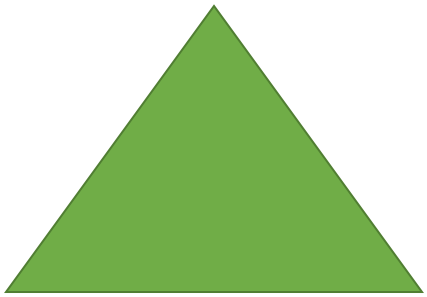
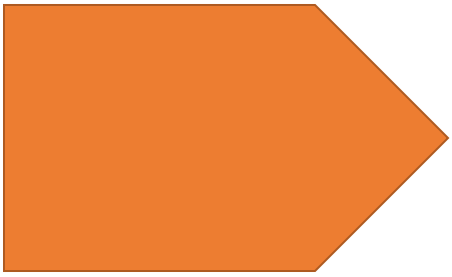
2. Colour the following shapes:

Square – orange
Triangle – green
Rectangle – brown
Circle – yellow
Trapezoid - red

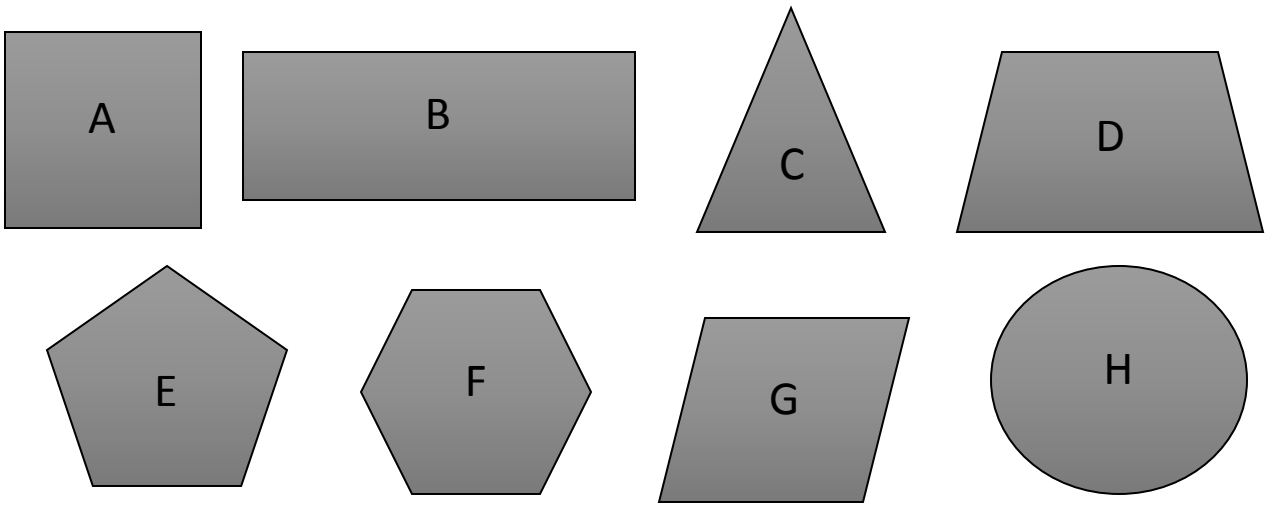




3. For each shape below, tell how many sides and how many vertices (corners) there are.

	_____ sides _____ vertices (corners)
	_____ sides _____ vertices (corners)
	_____ sides _____ vertices (corners)
	_____ sides _____ vertices (corners)

Part B – Problem Solving



a) Which shapes have all equal sides?

Shapes: _____ _____ _____ _____

b) Which shape has no vertices (corners): _____

c) Which shapes have 4 sides?

Shapes: _____ _____ _____ _____

d) Which shape has 6 vertices/corners? _____

e) Name 2 shapes that have 8 vertices/corners altogether.

Shapes: _____ and _____

f) Name 2 shapes that have 8 sides altogether.

Shapes: _____ and _____

g) Which shape does not have a line of symmetry?

Shape: _____

h) Tell one shape that has more than one line of symmetry.

Shape: _____

2. Use the shapes your teacher gives you. Cut the shapes out carefully. Fold to find the lines of symmetry. Draw the lines of symmetry in and glue them below. Use a ruler!

3. Many letters in the alphabet have symmetry. Which word below has the most lines of symmetry? The least?

C A T

= _____ lines of symmetry

F I S H

= _____ lines of symmetry

S N A K E

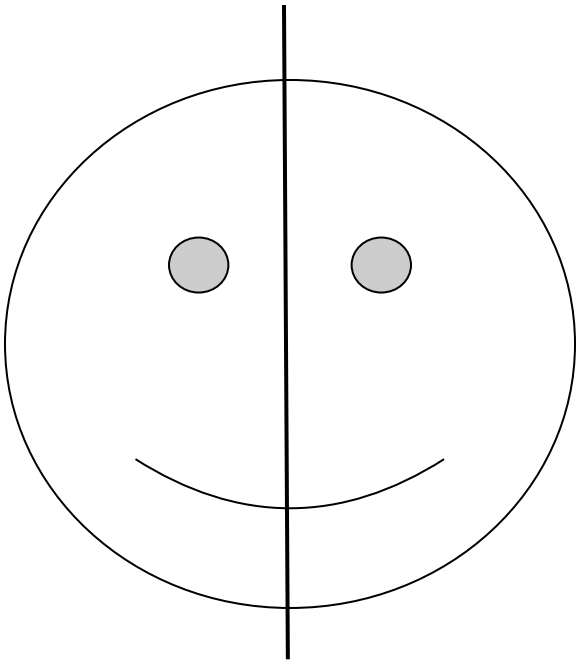
= _____ lines of symmetry

_____ has the most lines of symmetry.

_____ has the least lines of symmetry.

Part C – Communication

1. Mary drew the line of symmetry on the picture below. Did she draw it in the right place? How do you know?



Yes or No

_____

_____

_____

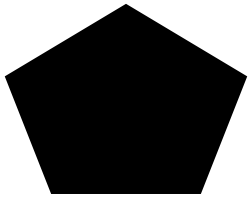
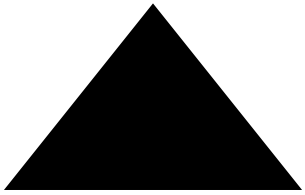
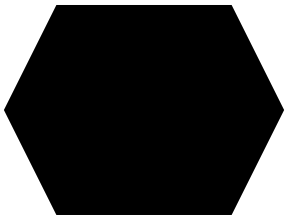
2. Circle one of the shapes below. Write 3 sentences to tell about the shape. Include: the name of the shape, the number of sides, the number of vertices/corners.

1. _____

2. _____

3. _____

3. Circle one of the shapes below. Write 3 sentences to tell about the shape. Include: the name of the shape, the number of sides, the number of vertices/corners.

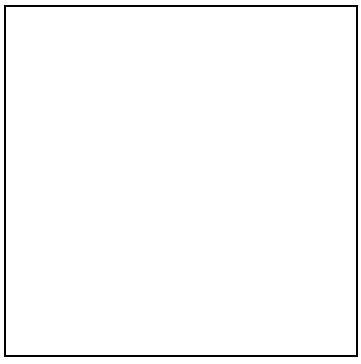




1. _____

2. _____

3. _____

4. Tell why a square is also called a quadrilateral.

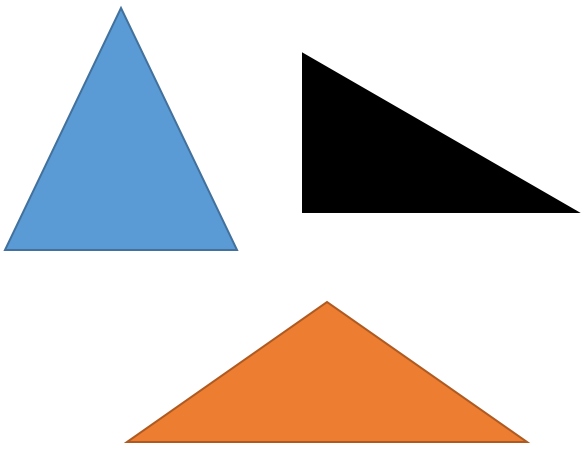


_____

_____

Can you name another quadrilateral? _____

5. Look at the shapes in each set. Write to tell the sorting rule. What is the same about each shape?

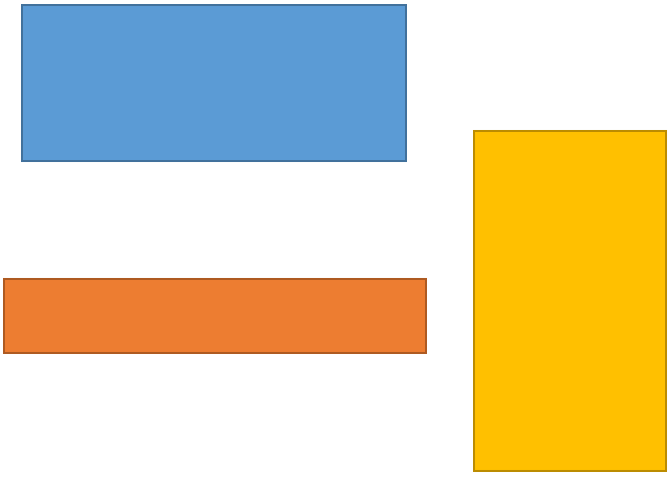


Sorting Rule: _____

_____

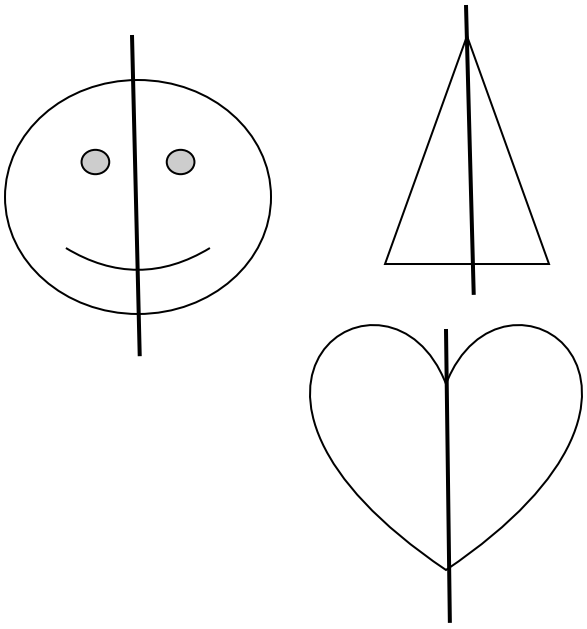
Sorting Rule: _____

_____



Sorting Rule: _____

_____

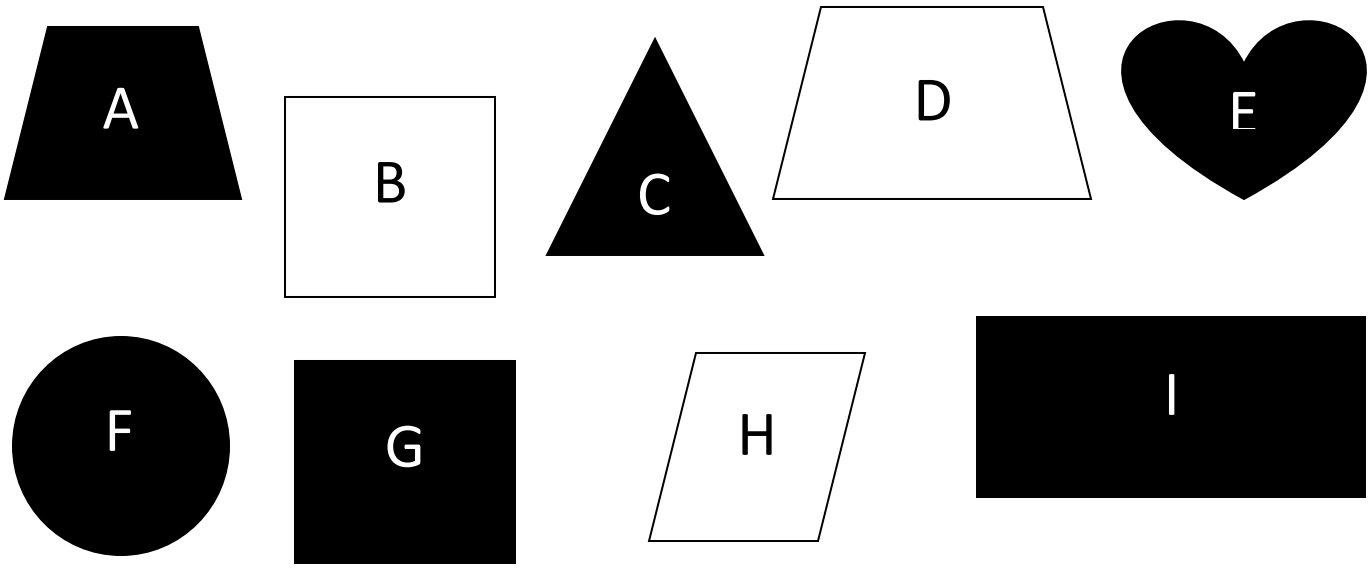


Sorting Rule: _____

_____

Part D – Application

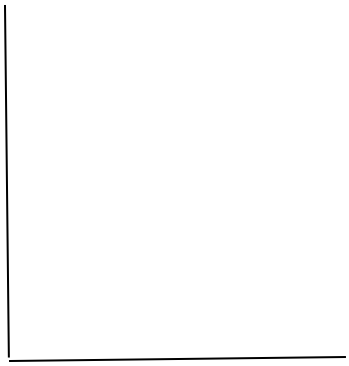
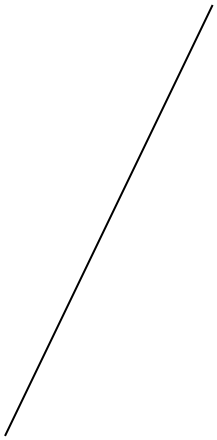
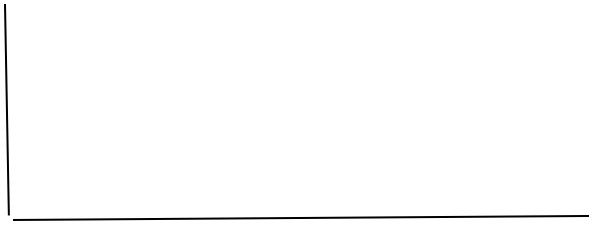
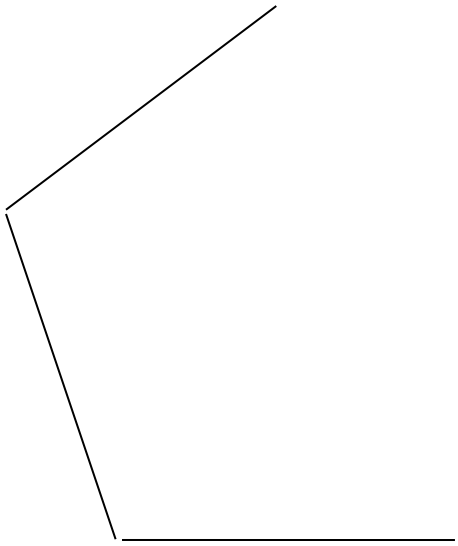
1. Sort the shapes below in the venn diagram. Write the letter of the shape in the venn diagram.



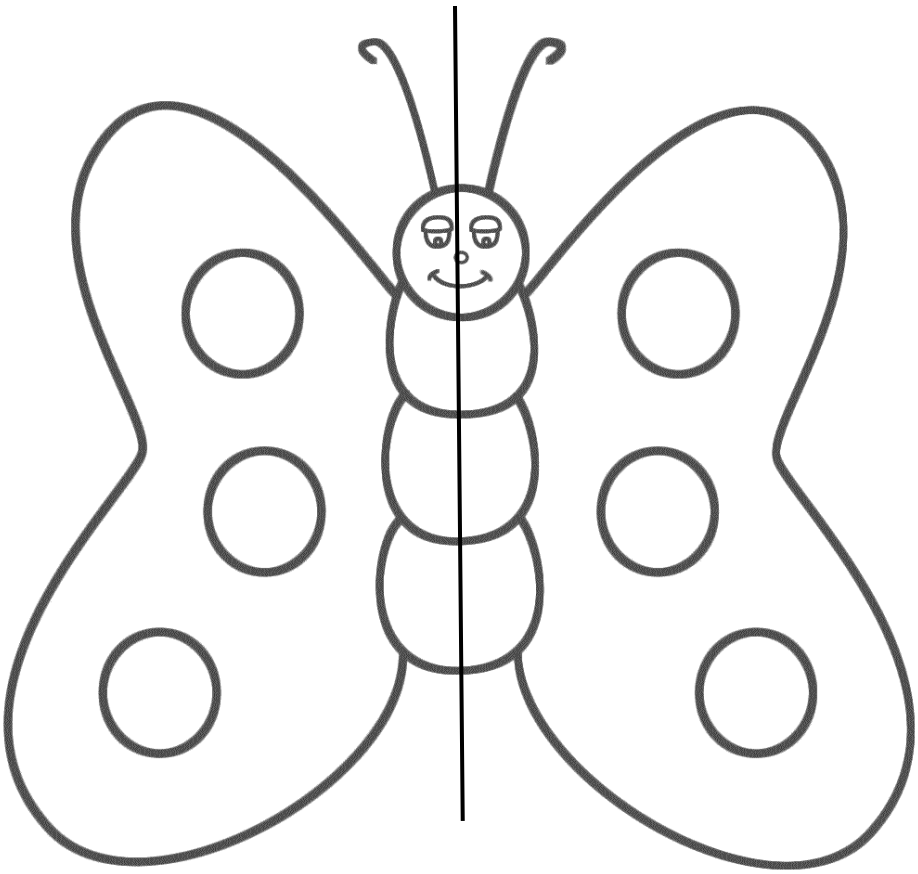
Has 4 sides

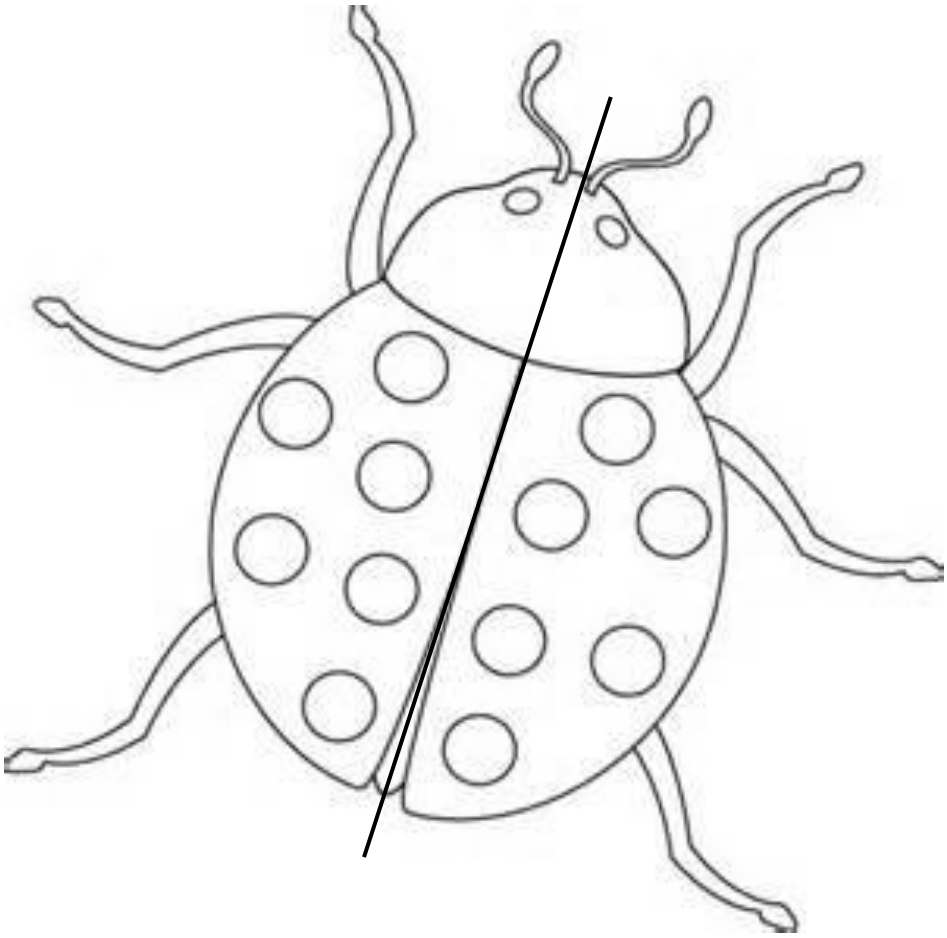
Black

2. The shapes below are not finished! Finish the shapes. Use a ruler!

Finish the square 	Finish the triangle 
Finish the rectangle 	Finish the pentagon 

3. Colour each picture so that they have symmetry.





4. Use the power polygons to make and trace the shapes.

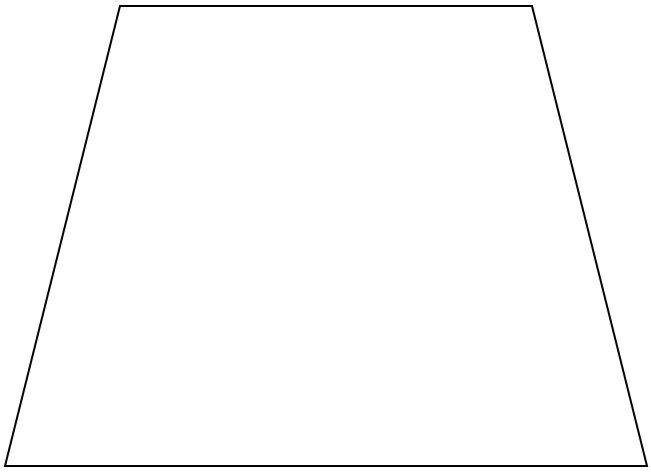
a) Make a trapezoid with the green triangles.

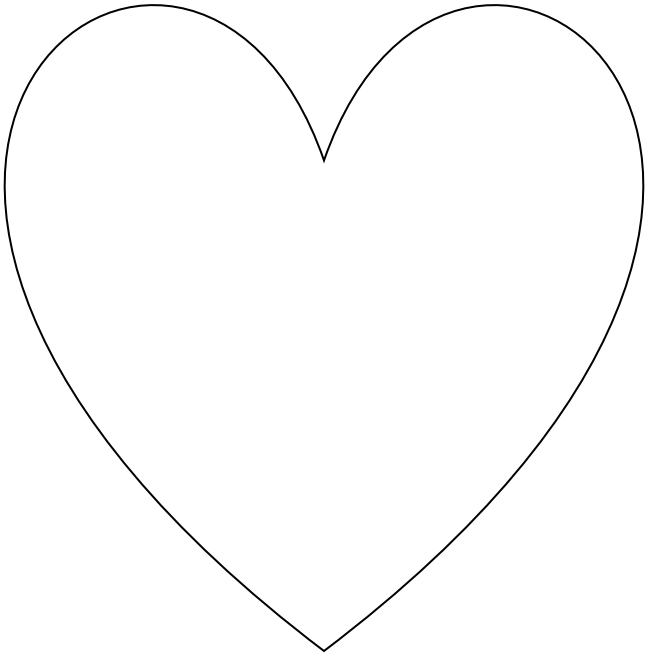
b) Make a hexagon with the green triangles.

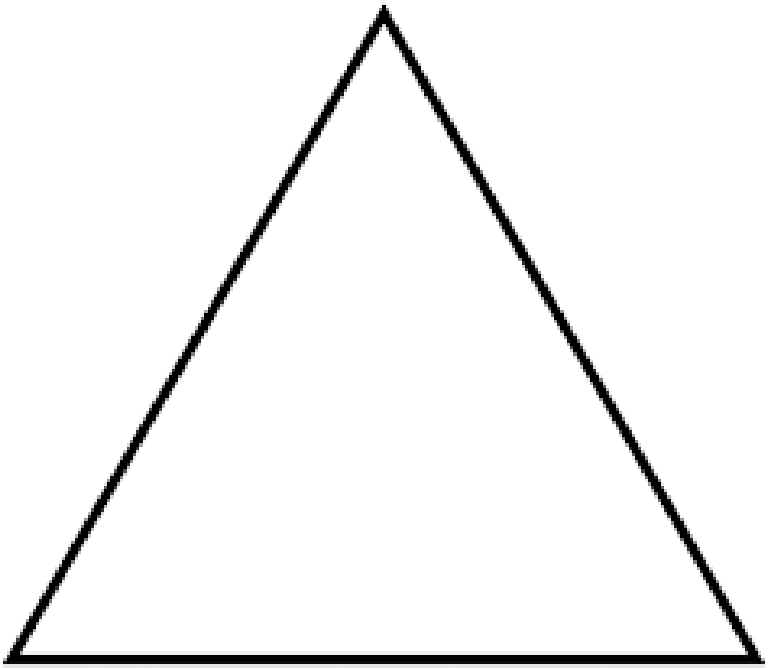
c) Make a hexagon with red trapezoids.

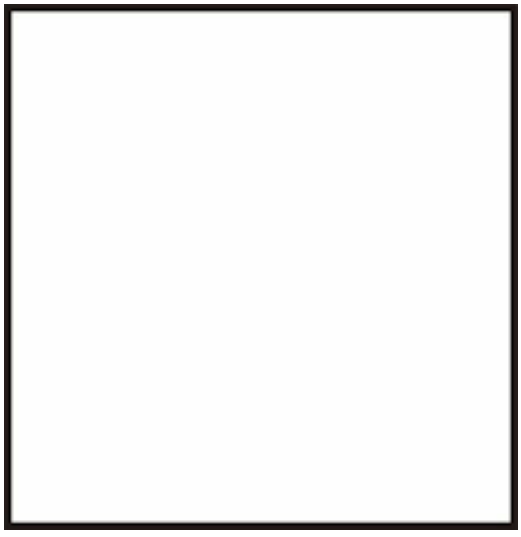
Shapes to Cut & Fold

Part B – Question 2





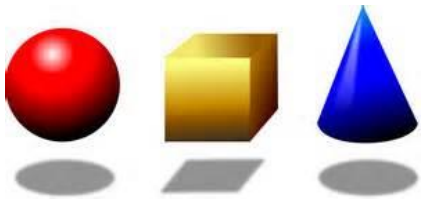




Name: _____

Grade 1 Assessment

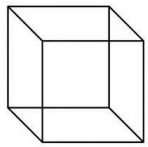
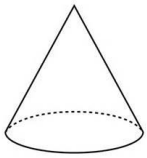
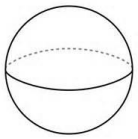
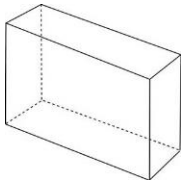
3D Geometry



	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Demonstrates limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no error.
Part B Problem Solving	Demonstrates limited problem solving skills – major errors. Student has difficulty showing work.	Demonstrates some problem solving skills. Several errors / information missing.	Demonstrates problem solving skills using pictures, numbers, words. Few errors / information missing.	Demonstrates effective problem solving skills using pictures, numbers, words. No error.
Part C Communication	Student is rarely able to explain his/her mathematical thinking.	Student has some difficulty explaining mathematical thinking.	Student explains mathematical thinking. Some information may be missing or unclear.	Student effectively explains mathematical thinking.
Part D Application	Applies knowledge and skills learned with major errors.	Applies knowledge and skills learned with several errors.	Applies knowledge and skills learned with few errors.	Applies knowledge and skills learned with no error.

Part A – Understanding

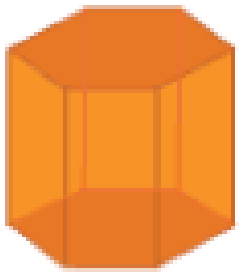
1. Complete the chart by gluing the objects under the correct heading.

				
Cube	Cone	Sphere	Cylinder	Rectangular Prism

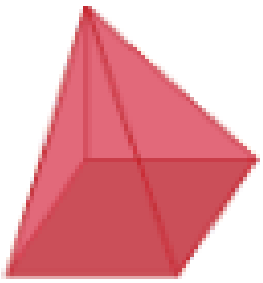
Images to cut out.

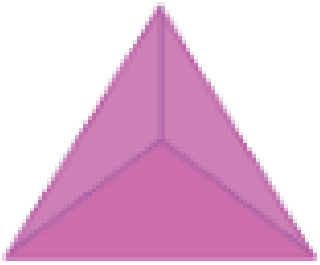
2. Tell whether each shape is a **prism** or a **pyramid.**



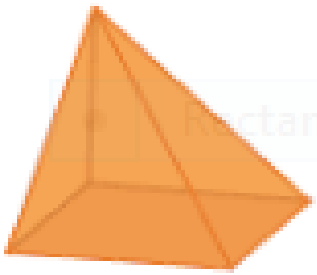
_____



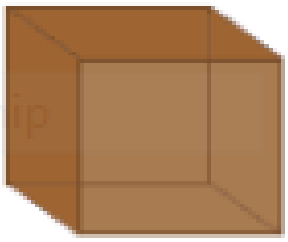
_____



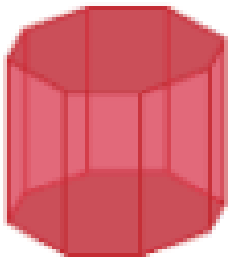
_____



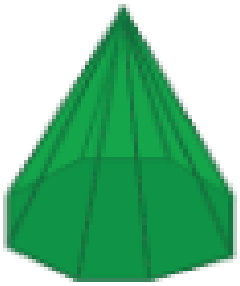
_____



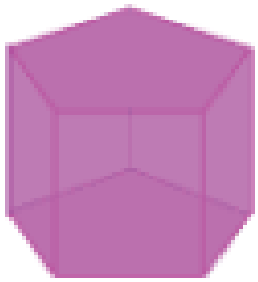
_____



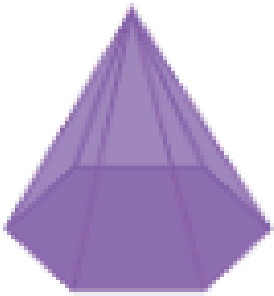
_____



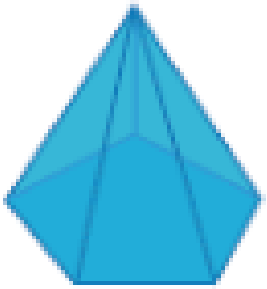
_____



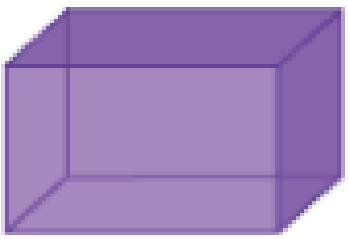
_____



_____



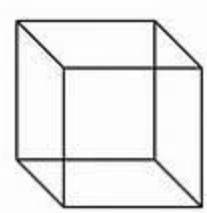
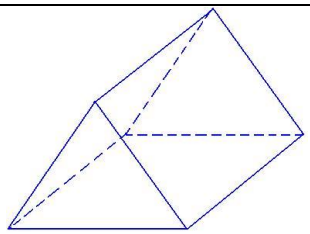
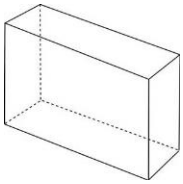
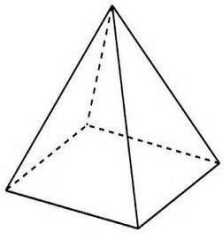
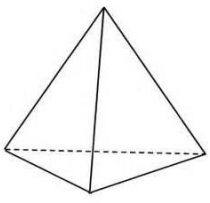
_____



_____

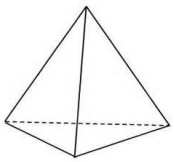
_____

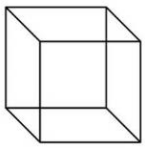
3. Use your 3D solids to complete the chart.

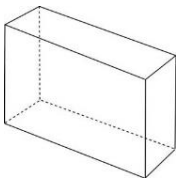
Shape	Number of Faces	Number of Edges	Number of Vertices (corners)
 cube			
 triangular prism			
 Rectangular prism			
 Square pyramid			
 Triangular Pyramid			

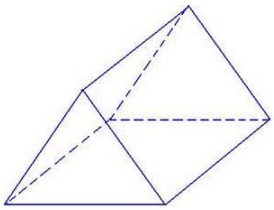
Part B – Problem Solving

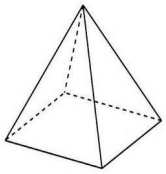
1. Use your 3D solids to help you answer the questions below.


triangular pyramid


cube


rectangular prism


triangular prism


square pyramid

a) Name a solid that has 6 faces. _____

b) Name a solid that has a square in it. _____
_____

c) Name a solid that has 2 triangles in it. _____
_____

d) Name a solid that has 6 edges. _____

e) Name a solid made of all rectangles. _____
_____

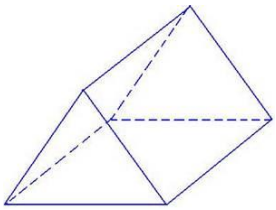
f) Name a solid with 4 triangle faces. _____
_____

g) Name 2 solids with a total of 10 vertices.
_____ and _____

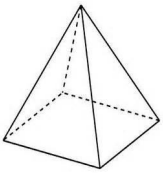
h) Name 2 solids with a total of 11 faces.
_____ and _____

Part C – Communication

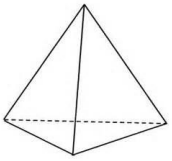
1. Circle ONE of the shapes below. Write to tell what you know about the shape. Use your 3D shapes to help you.



triangular prism

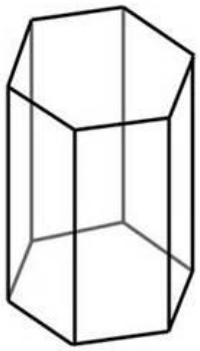


square pyramid

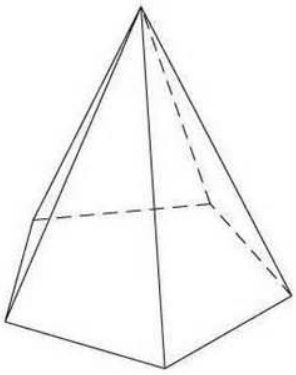


triangular pyramid

2. Fill in the blanks.

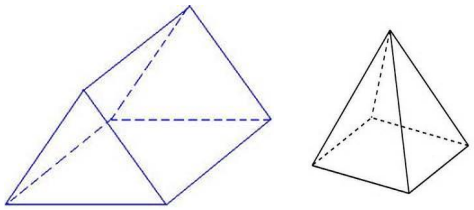


This is a prism. A prism has _____ bases. A prism has _____ sides.



This is a pyramid. A pyramid has _____ base. A pyramid has _____ sides.

3. Look at the 2 solids. Tell one way they are the same and one way they are different.



SAME	DIFFERENT

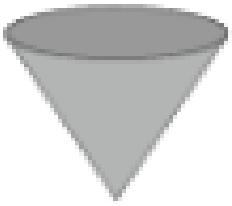
Part D – Application

1. Use your 3D solids. Draw the shapes that make up each solid below.

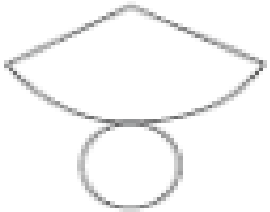
Name	Shapes
Cube	
Square Pyramid	
Triangular Prism	
Pentagonal Pyramid	

Choose the correct net for each solid shape.

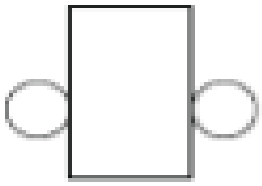
1)



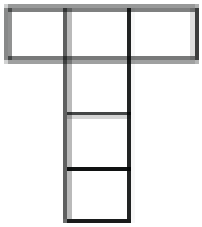
a)



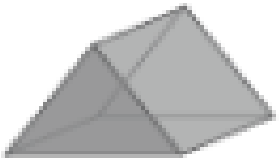
b)



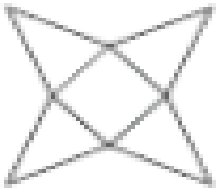
c)



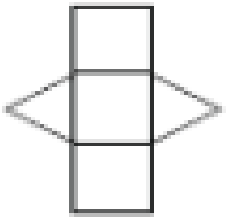
2)



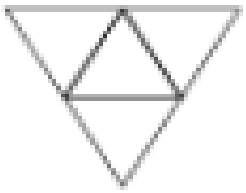
a)



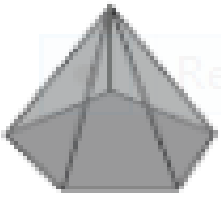
b)



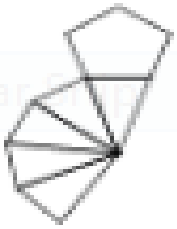
c)



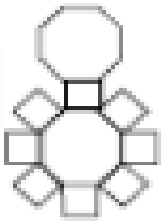
3)



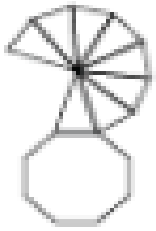
a)



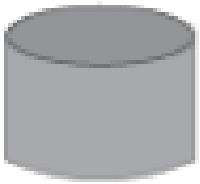
b)



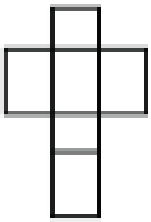
c)



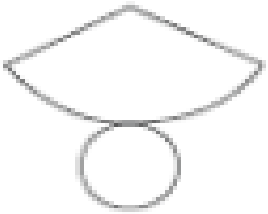
4)



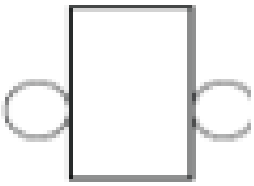
a)



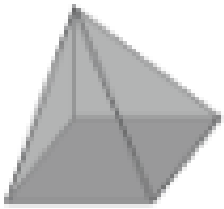
b)



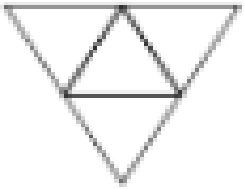
c)



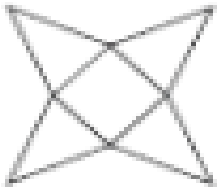
5)



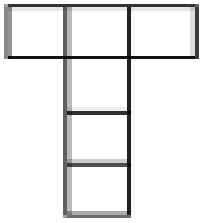
a)



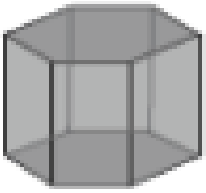
b)



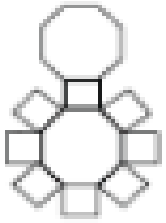
c)



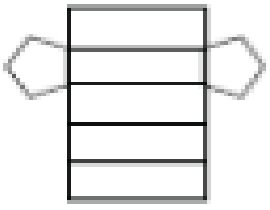
6)



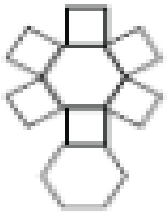
a)



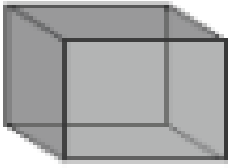
b)



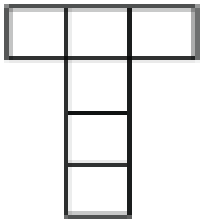
c)



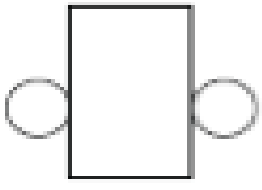
7)



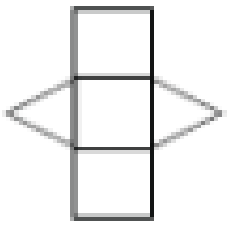
a)



b)



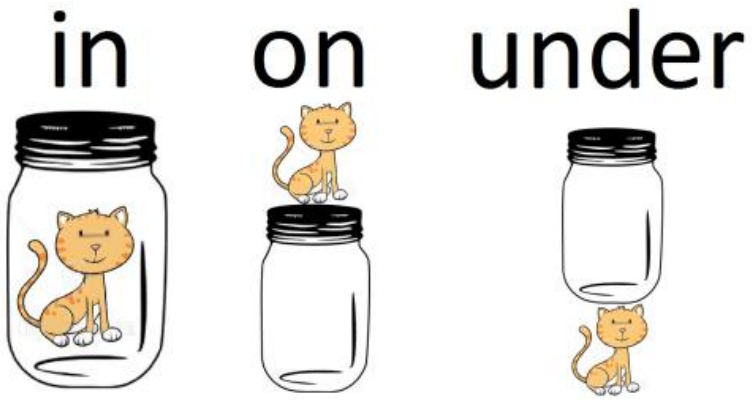
c)



Grade 1 Quiz

Location & Movement

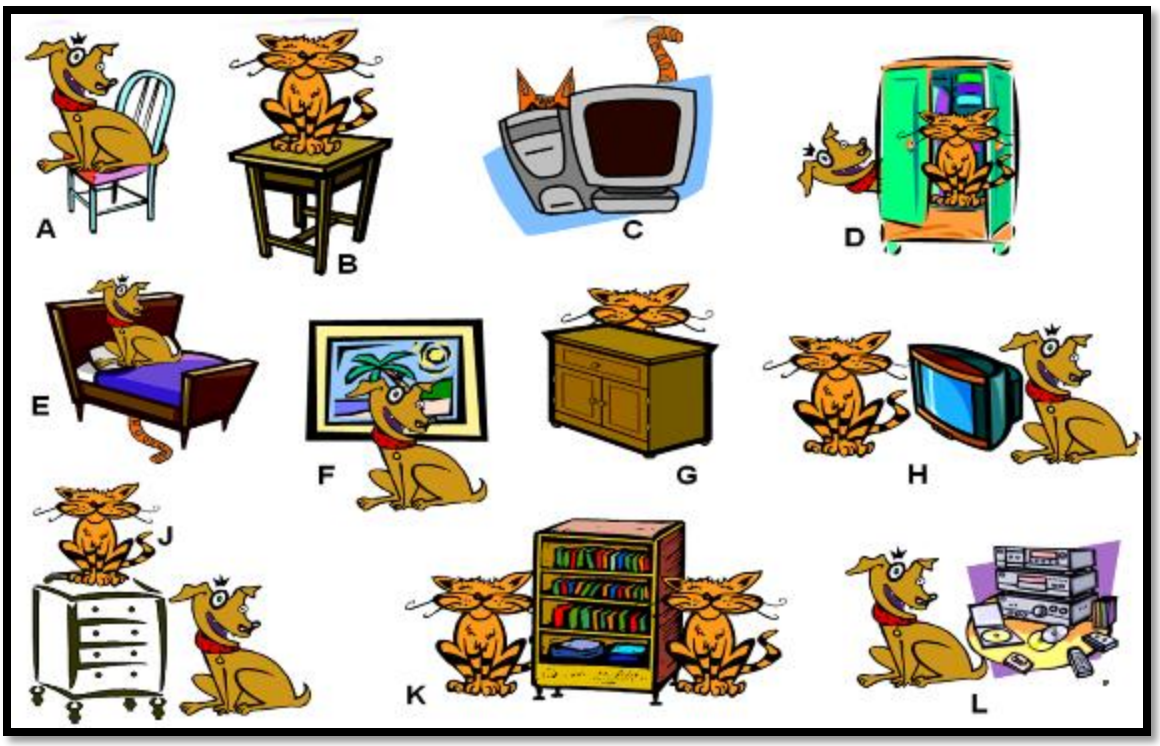
Name: _____



	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Demonstrates limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no error.
Part B Communication	Student is rarely able to explain his/her mathematical thinking.	Student has some difficulty explaining mathematical thinking.	Student explains mathematical thinking. Some information may be missing or unclear.	Student effectively explains mathematical thinking.
Part C Application	Applies knowledge and skills learned with major errors.	Applies knowledge and skills learned with several errors.	Applies knowledge and skills learned with few errors.	Applies knowledge and skills learned with no error.

1. Fill in the blanks using words from the word box.

on
under
left
right
up
down
in front of
behind
inside
outside
over



A) The dog is _____ the chair.

B) The cat is _____ the table.

C) The cat is _____ the computer.

D) The cat is _____ the cupboard.

E) The dog is _____ the bed.

F) The dog is _____ the painting.

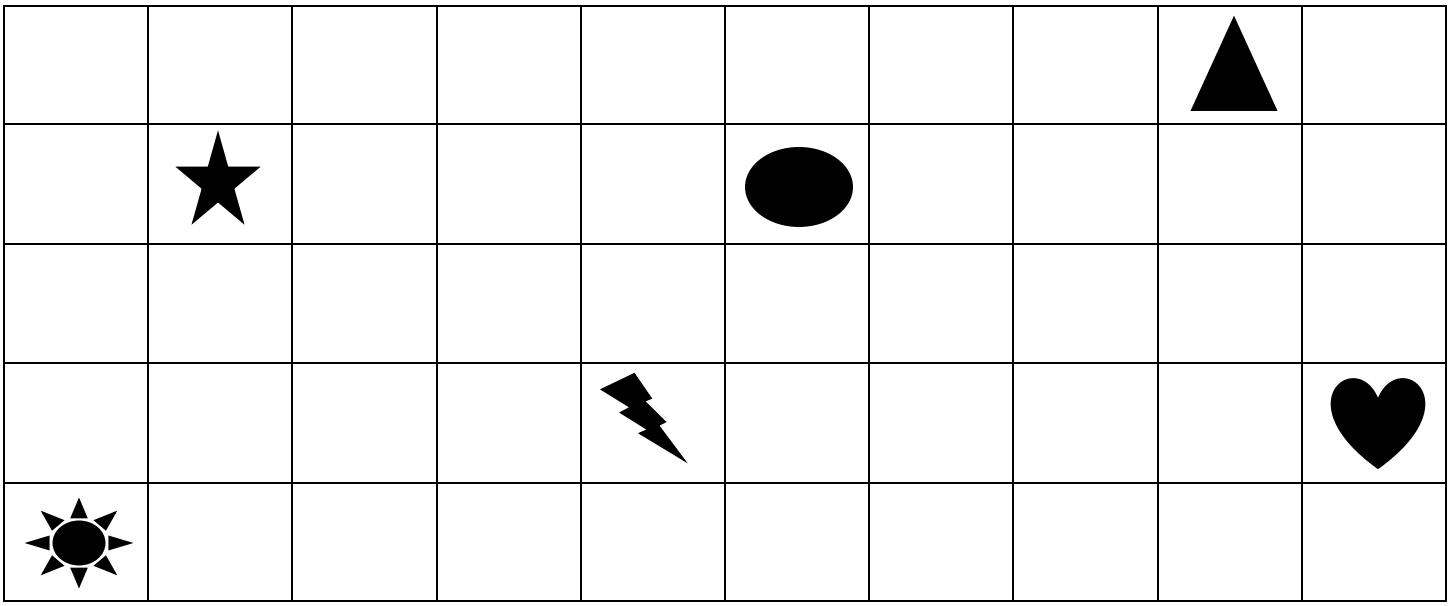
G) The cat is _____ the computer.

H) The cat is on the _____ of the tv. The dog is on the _____ of the tv.

J) The cat is _____ the dog.

K) The cats are _____ the dresser.

2. Use the grid. Draw the shape at the end of each direction.



a) Start a  . Go 4 squares right and 3 squares up. What shape did you land on? _____

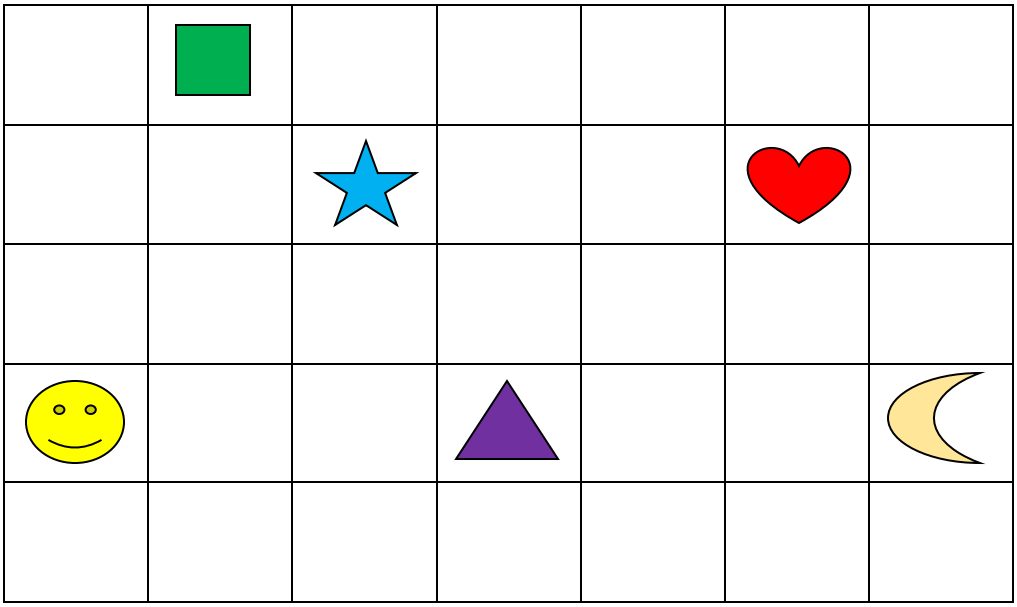
b) Start at  . Go 3 squares up and 5 squares right. What shape did you land on? _____

c) Start at  . Go 3 squares down and 4 squares left. What shape did you land on? _____

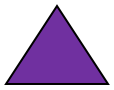
d) Start at the  . Go 2 squares up, 3 squares left, 3 squares down, 6 squares left. What shape did you land on? _____

Part B – Communication

1. Write directions to get from one shape to the other.



WORD BOX
left
right
up
down
spaces

Start at	Directions	End at
		
		
		

2. Use the 100's cart. Write the directions to go from the start number to the end number.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

WORD BOX

left

right

up

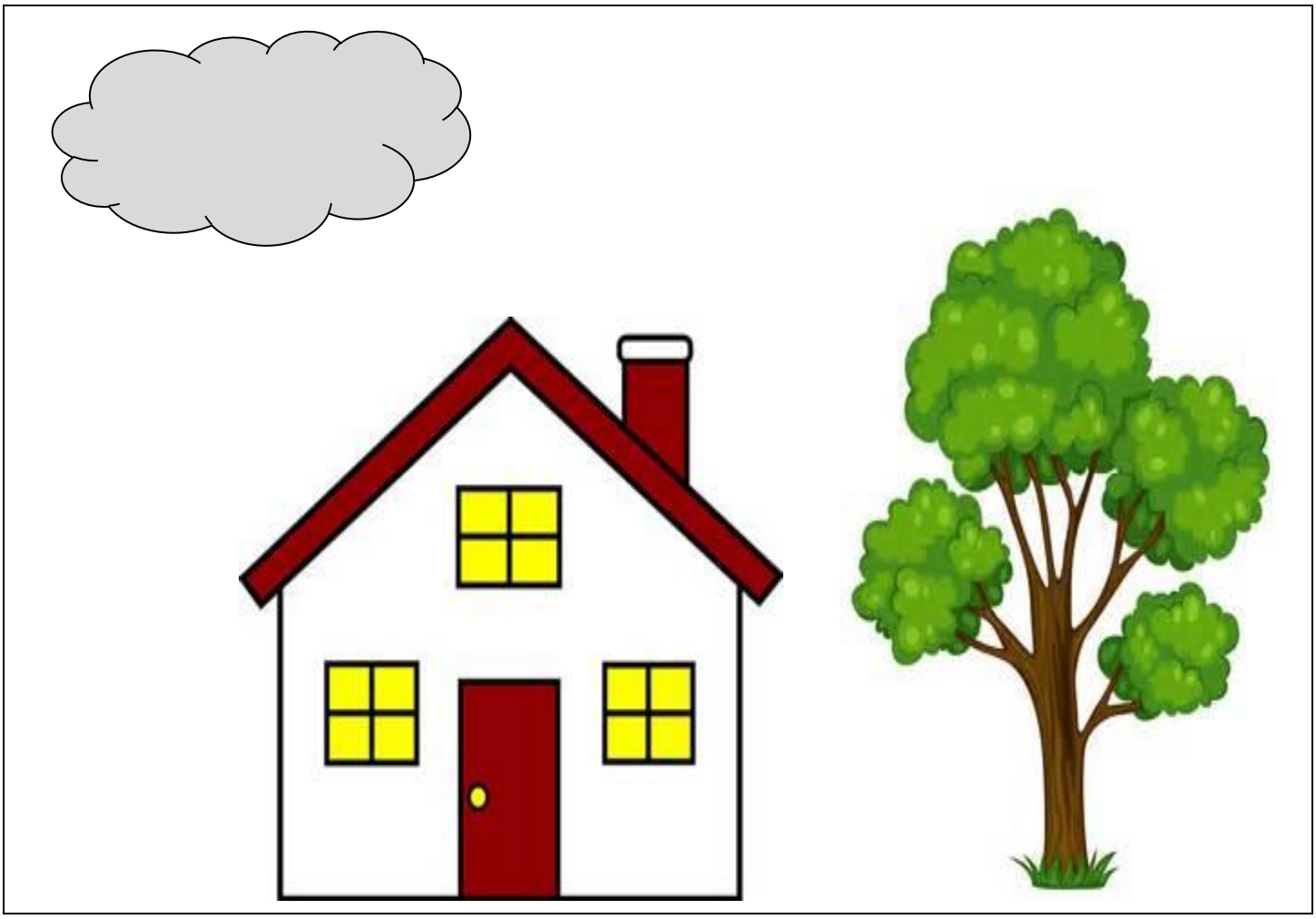
down

spaces

Start at	Directions	End at
7		82
67		3
100		41
5		64

Part C – Application

1. Follow the directions to complete the picture.



1. Draw a sun **above** the tree.
2. Draw a rainbow **over** the house.
3. Draw a flower **under** the tree.
4. Draw a picture of you on the **right** side of the house.
5. Draw a car on the **left** side of the house.
6. Draw a bird **inside** the cloud.

2. Follow the directions.

		C							
								B	
						D			
A									

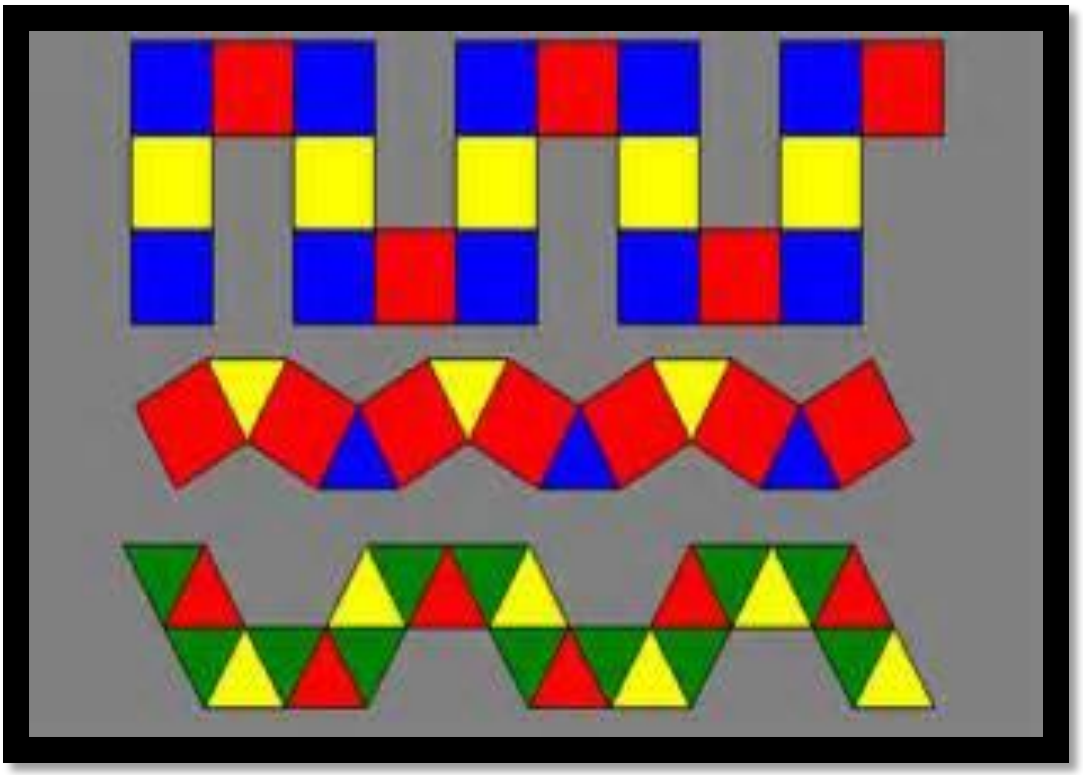
1. Start at **A**. Go 3 squares **right**. Go 2 squares **up.** Draw a

2. Start at **B.** Go 5 squares **left**. Go 3 squares **down.** Draw an 

3. Start at **C**. Go 7 squares **down.** Go 5 squares **right.** Draw a 

4. Start at **D.** Go 2 squares **left**. Go 2 squares **down**. Draw a 

Patterning & Algebra

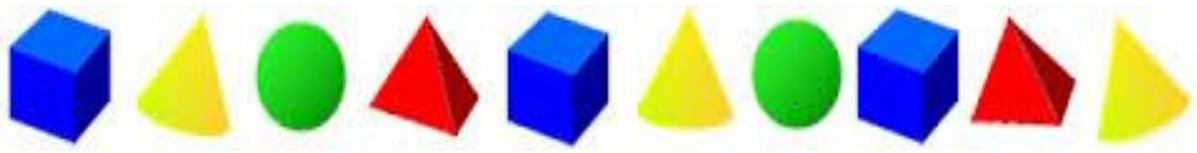


1) Patterning
2) Expressions & Equality

Grade 1

Patterning Assessment

Name: _____



	Level 1	Level 2	Level 3	Level 4
PART A Understanding	Demonstrates a limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no error.
PART B Communication	Student has difficulty explaining his/her mathematical thinking. Major errors.	Student, with some difficulty, can describe their mathematical thinking. Several errors.	Student can describe their mathematical thinking – few errors.	Student can effectively describe their mathematical thinking – no errors.
Part C Application	Student applies limited knowledge and skills learned – major errors.	Student applies some knowledge and skills learned – several errors.	Student applies knowledge & skills learned – few errors.	Student effectively applies knowledge & skills learned with no errors.

PART A – UNDERSTANDING

1. Follow each pattern rule to extend the patterns.

a) **Add 3**

1, 4, 7, _____, _____, _____

b) **Subtract 2**

14, 12, 10, _____, _____, _____

c) **Repeat 1 2 7**

1, 2, 7, 1, 2, 7, 1, 2, _____, _____, _____

d) **Subtract 3**

16, 13, 10, _____, _____, _____

e) **Repeat 3 5 5**

3, 5, 5, 3, 5, 5, 3, 5, 5, 3, 5, _____, _____, _____

f) **Add 4**

1, 5, 9, _____, _____, _____

g) **Subtract 4**

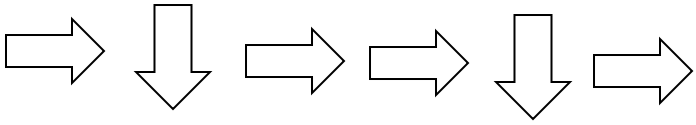
22, 18, 14, _____, _____, _____

2. Tell which attribute is changing, extend the pattern, and circle the core.

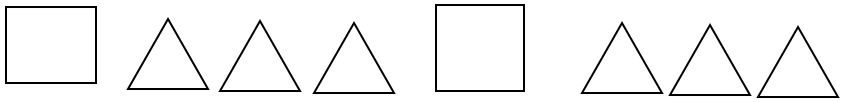
WORD BANK			
	size	shape	
colour	direction	thickness	texture

a)  _____ _____ _____

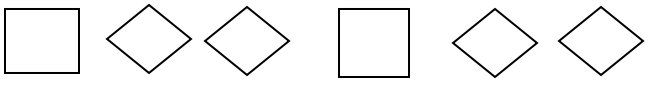
The _____ is changing.

b)  _____ _____ _____

The _____ is changing.

c) 

The _____ is changing.

d) 

The _____ is changing.

Part B – Communication

1. Tell whether each pattern is a **growing**, **shrinking**, or **repeating** pattern and explain how you know.

a) 2, 4, 6, 8, 10, 12

This is a _____ pattern. I know because

_____.

b) 1, 3, 4, 1, 3, 4, 1, 3, 4, 1, 3, 4

This is a _____ pattern. I know because

_____.

c) 12, 10, 8, 6, 4, 2

This is a _____ pattern. I know because

_____.

2. Look at each pattern. Write the pattern rule. Extend the pattern.

WORD BANK: add subtract repeat

a) 1, 3, 5, 7, ____, ____, ____

Rule: _____

b) 2, 5, 8, ____, ____, ____

Rule: _____

c) 15, 13, 11, ____, ____, ____

Rule: _____

d) 5, 4, 3, 5, 4, 3, ____, ____, ____

Rule: _____

e) 15, 12, 9, ____, ____, ____

Rule: _____

f) 2, 4, 6, 8, ____, ____, ____

Rule: _____

g) 3,5, 5, 3, 5, 5, ____, ____, ____

Rule: _____

h) 18, 15, 12, ____, ____, ____

Rule: _____

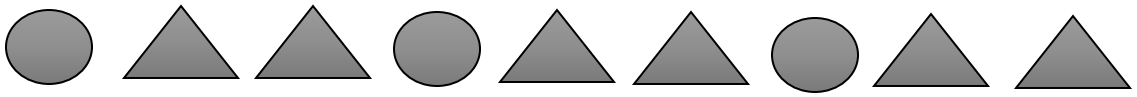
i) 9, 2, 3, 9, 2, 3, ____, ____, ____

Rule: _____

j) 4, 7, 10, ____, ____, ____

Rule: _____

2. Circle the CORE. Then write a new number and letter pattern.

a) 

___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___

b) 

___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___

Part C – Application

1. Write your own growing pattern.

_____, _____, _____, _____, _____, _____

2. Write your own shrinking pattern.

_____, _____, _____, _____, _____, _____

3. Write your own repeating pattern.

_____, _____, _____, _____, _____, _____

4. Draw a pattern where the **shape** changes.

5. Draw a pattern where the **colour** changes.

6. Draw a pattern where the **size** changes.

7. Colour the t-shirts to show 3 different repeating patterns. Tell what the core of each is.

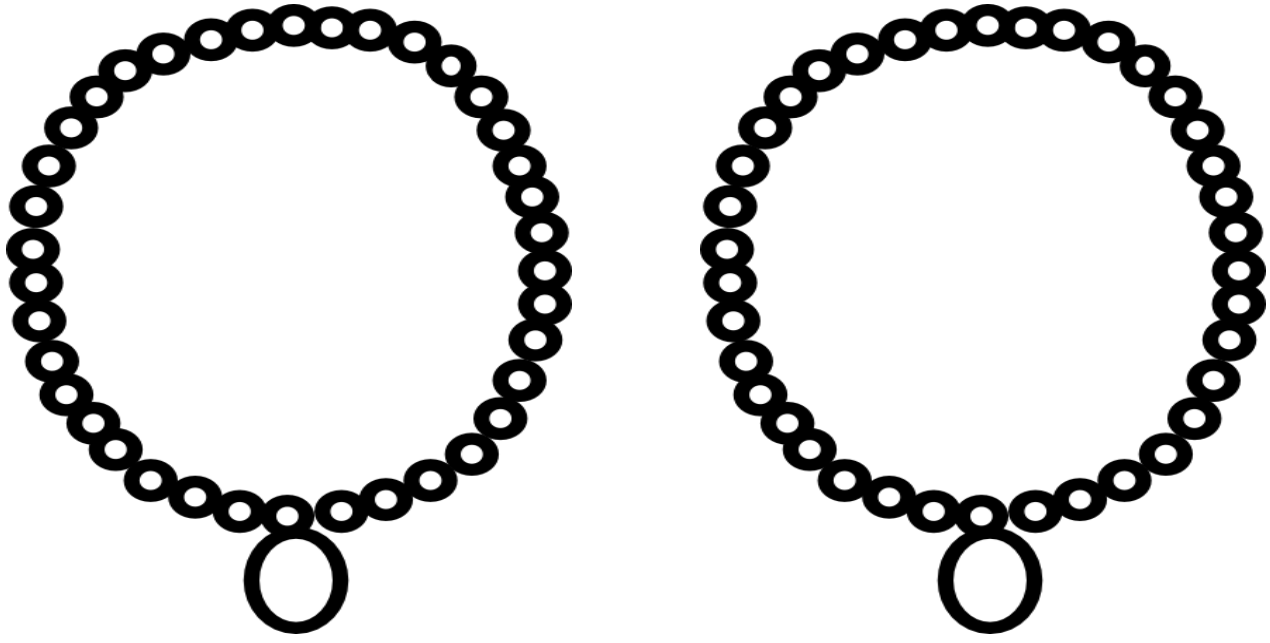
#1 #2 #3

T-shirt # 1: _____

T-shirt #2: _____

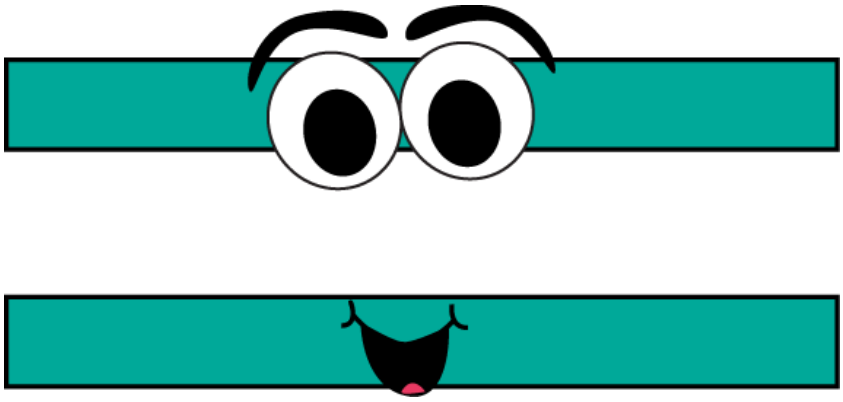
T-shirt #3: _____

8. Colour the necklace beads to show 2 different repeating patterns. Circle the core on each.



Grade 1
Expressions & Equality Assessment

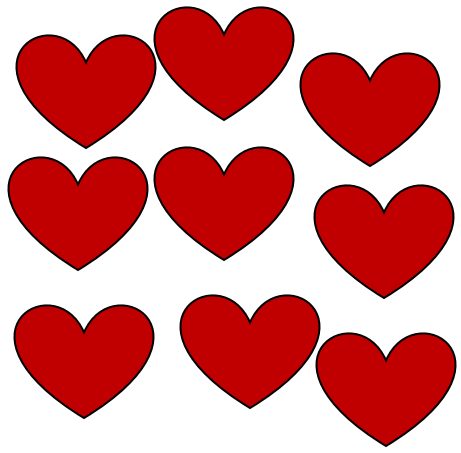
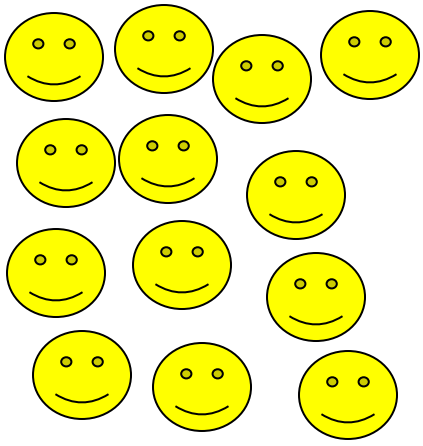
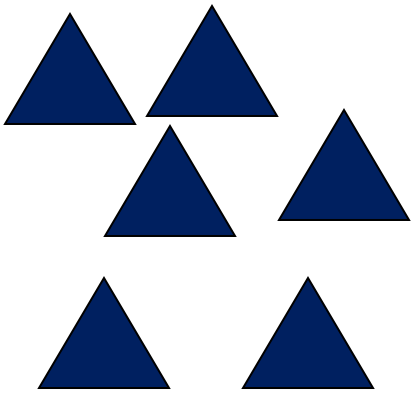
Name: _____



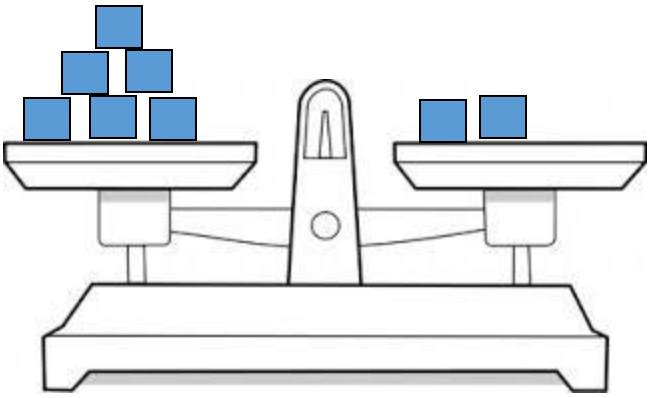
	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Demonstrates a limited understanding of concepts – major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts – few errors.	Demonstrates a thorough understanding of concepts – no error.
Part B Problem Solving	Demonstrates limited problem solving skills – major errors.	Demonstrates some problem solving skills but has several errors.	Demonstrates problem solving skills – few errors/some information missing.	Demonstrates effective problem solving skills – no error.
Part C Communication	Student has difficulty explaining mathematical thinking.	Student, with some difficulty, can describe their mathematical thinking. Some information may be missing or unclear.	Student can describe their mathematical thinking. Some information may be missing or unclear.	Student effectively describes his/her mathematical thinking.
Part D Application	Student applies limited knowledge and skills learned – major errors.	Student applies some knowledge and skills learned – several errors.	Student applies knowledge and skills learned – few errors.	Student effectively applies knowledge and skills learned – no errors.

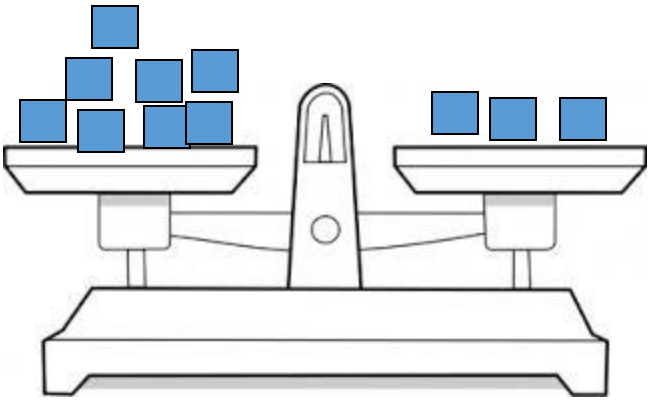
Part A – Understanding

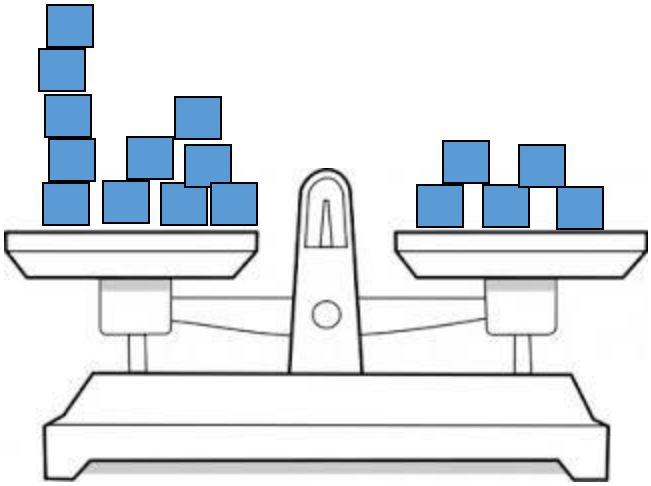
1. Complete the chart. Draw objects **less than** and **greater than** the number of objects in the middle set.

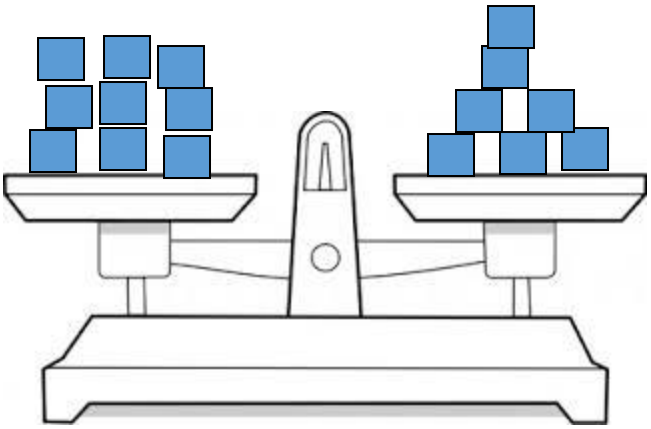
Less than	Objects	**Greater than**
		
		
		

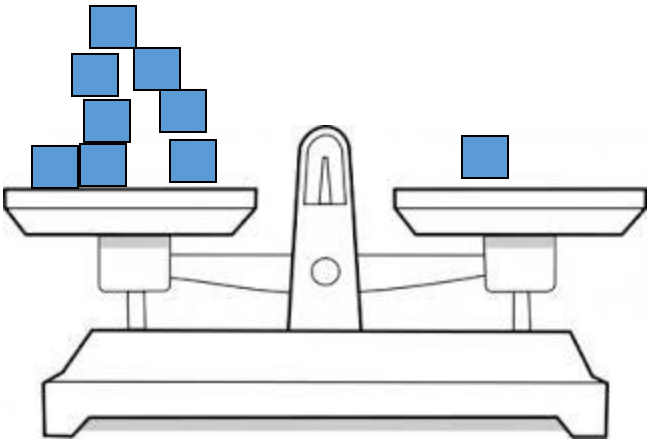
2. Draw cubes on the right side of the scale so that the scales balance.

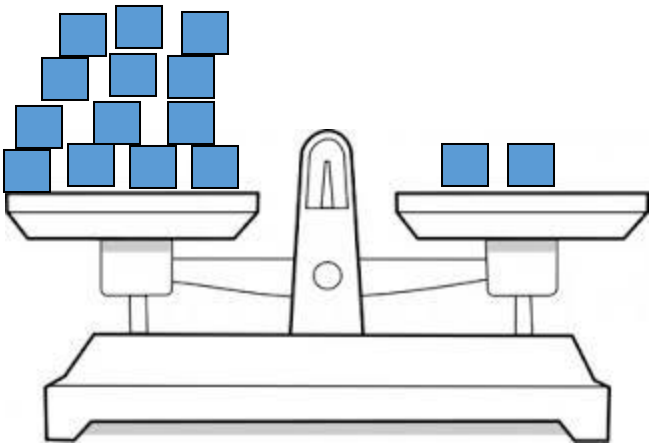












3. Put the correct symbol in the space.

>	<	=
greater than	less than	equal to

a) 12 _____ 41

b) 49 _____ 42

c) 40 _____ 40

d) 13 _____ 31

e) 24 _____ 27

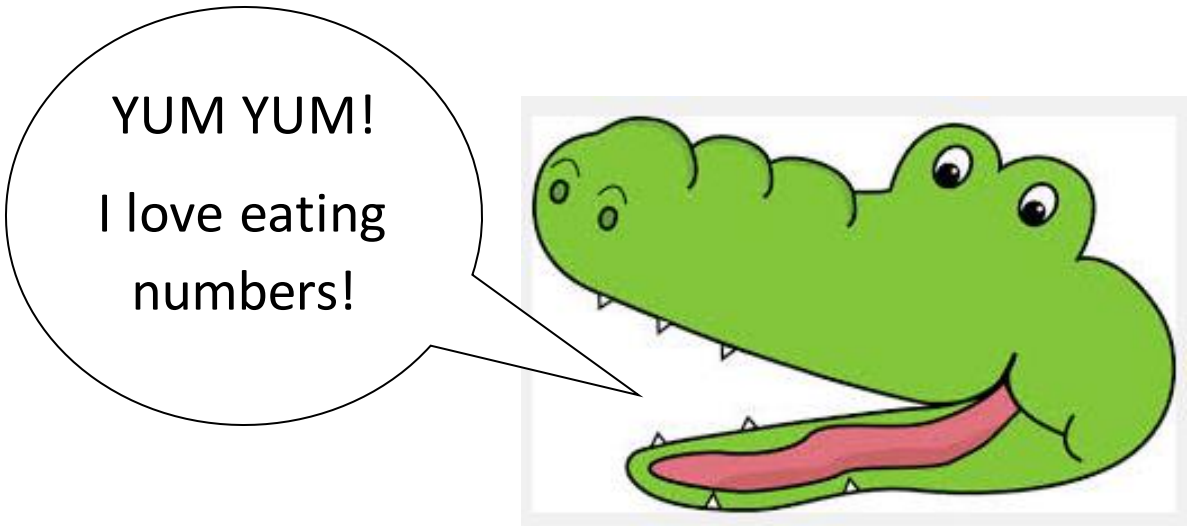
f) 33 _____ 39

g) 17 _____ 22

h) 15 _____ 35

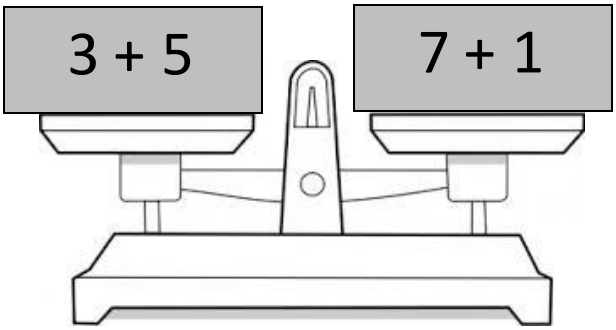
i) 12 _____ 21

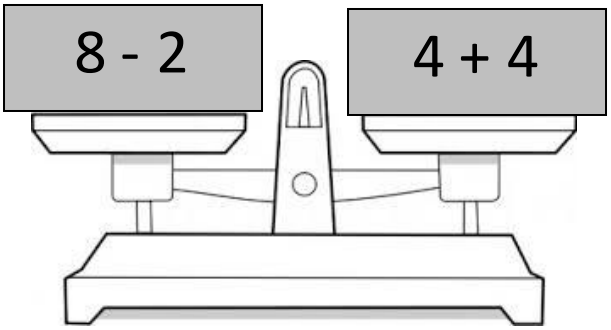
j) 44 _____ 34

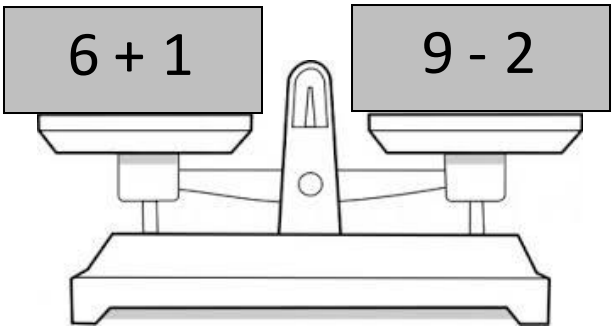


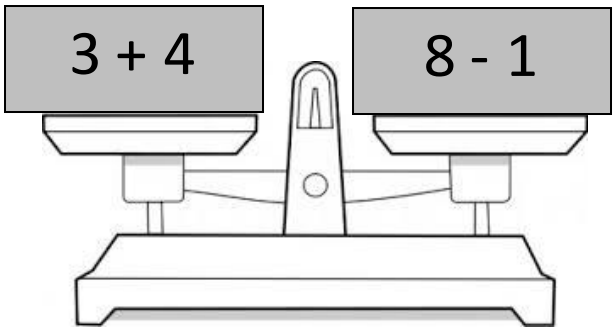
Part B – Problem Solving

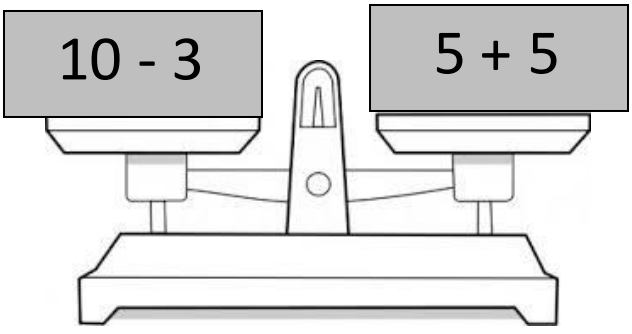
1. Circle the scales that will balance. Cross out the scales that will not.

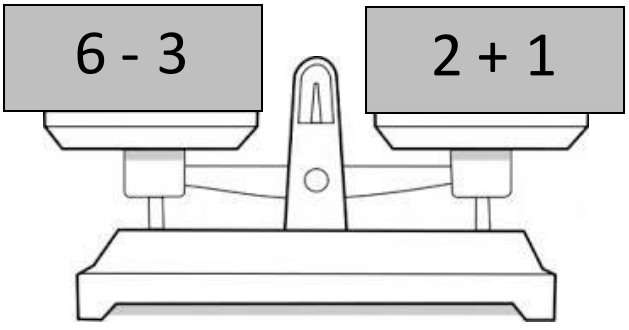












2. Fill in the missing number for the addition equations. Use counters to help you.

a) 3 + _____ = 7

b) 5 + _____ = 8

c) 2 + _____ = 6

d) 4 + _____ = 8

e) 3 + _____ = 10

f) 1 + _____ = 7

g) 6 + _____ = 7

h) 4 + _____ = 9

3. Fill in the missing number for the subtraction equations. Use counters to help you.

a) 5 - _____ = 3

b) 7 - _____ = 4

c) 10 - _____ = 5

d) 8 - _____ = 5

e) 9 - _____ = 3

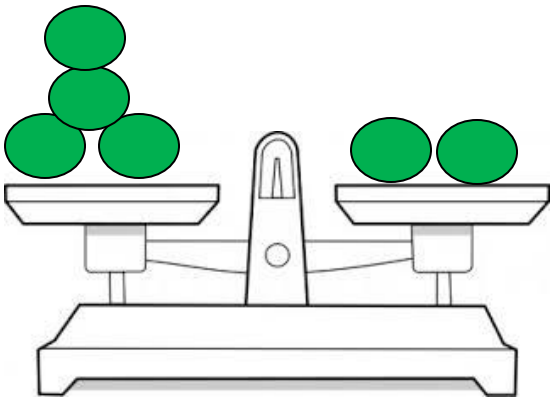
f) 10 - _____ = 6

g) 6 - _____ = 2

h) 4 - _____ = 3

Part C – Communication

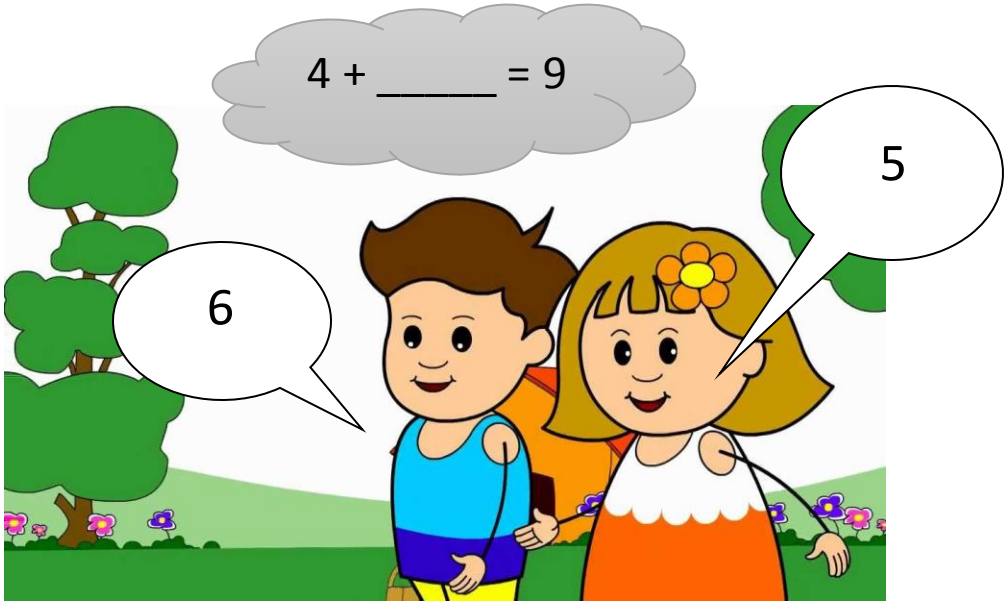
1. Will the scale balance? Tell why or why not.



_____

_____

2. Jack and Jill were fighting over what the missing number was. Who was correct? Tell why.



_____ was correct because _____

_____

Part D – Application

1. Write a missing number to make each statement true. Use your hundreds chart if you need to.

a) 12 < _____

b) _____ > 19

c) 35 = _____

d) _____ < 42

e) 18 < _____

f) 39 > _____

g) 23 < _____

h) 40 = _____

2. Fill in each blank with a **+** or **–** to make each statement true.

a) 8 _____ 2 = 10

b) 7 _____ 4 = 3

c) 9 _____ 7 = 2

d) 7 ____ 2 = 9

e) 10 _____ 5 = 5

f) 4 ____ 4 = 8

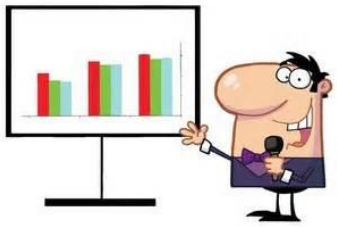
Data Management & Probability

1) Data Management
2) Probability

Math Assessment – Data Management

Grade 1

NAME: _____

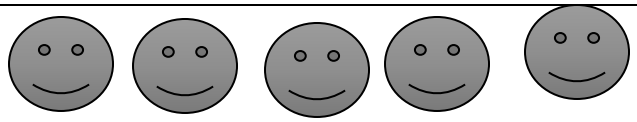
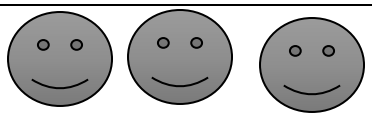
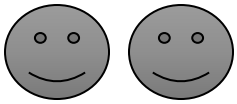


	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Student demonstrates a limited understanding of concepts – major errors.	Student demonstrates some understanding of concepts – several errors.	Student demonstrates an understanding of concepts – few errors.	Student demonstrates a thorough understanding of concepts – no error.
Part B Problem Solving	Demonstrates limited problem solving skills. Major errors.	Demonstrates some problem-solving skills but has several errors.	Demonstrates problem-solving skills – few errors/information missing.	Demonstrates effective problem-solving skills – no error.
Part C Communication	Student has difficulty explaining mathematical thinking.	Student, with some difficulty, can describe their mathematical thinking. Some information may be missing or unclear.	Student can describe their mathematical thinking. Some information may be missing or unclear.	Student can effectively describe their mathematical thinking.
Part D Application	Student applies limited knowledge and skills – 5 or more errors.	Student applies some knowledge and skills – 3 or 4 errors.	Student applies knowledge and skills learned. 1 or 2 errors.	Student effectively applies knowledge and skills learned – no errors.

Part A – Understanding

1. Answer the questions using the pictograph.

Favourite Fruit

Apple	
Banana	
Orange	
Pear	

a) What is the most favourite fruit? _____

b) What is the least favourite fruit? _____

c) How many students like pears? _____

d) How many students like bananas? _____

e) How many students like oranges and pears altogether? _____

f) How many students voted altogether? _____

2. Count the tally marks.

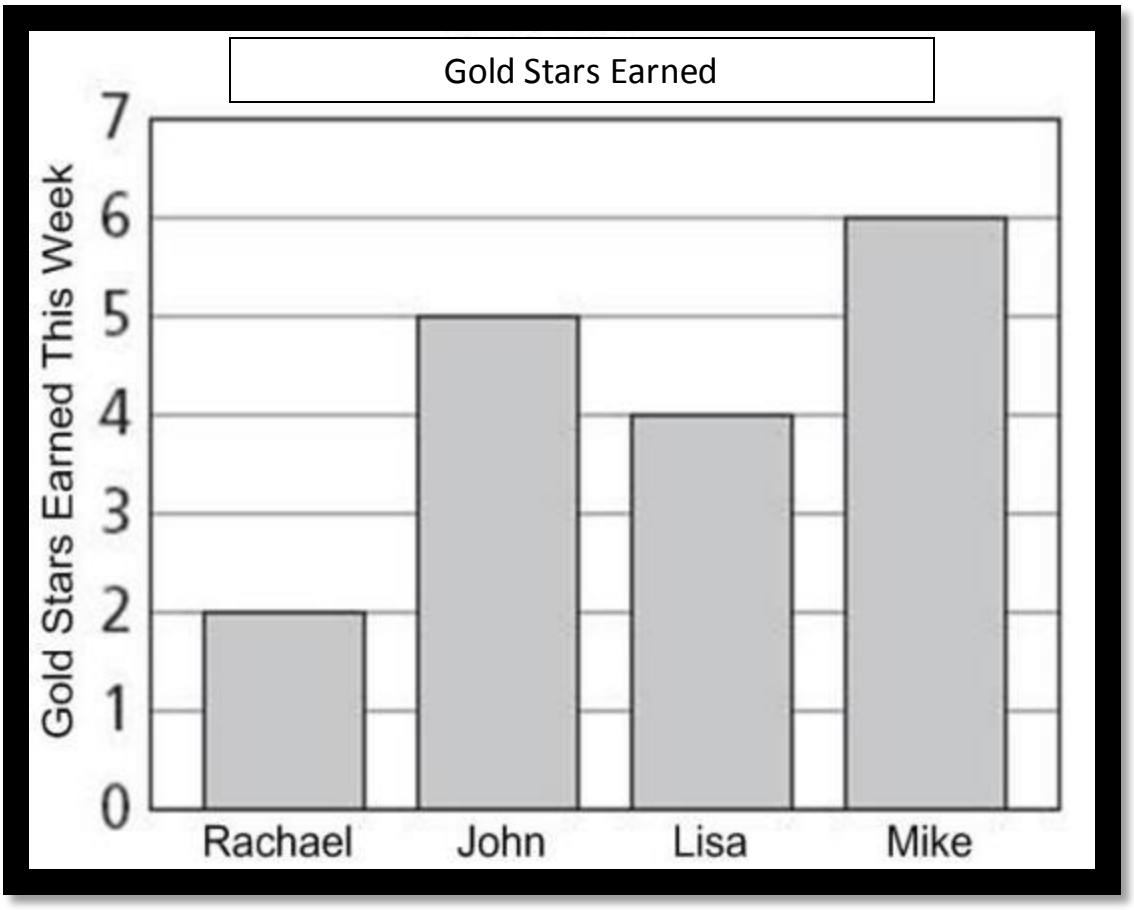
Our Favourite Sports

Sport	Tally	Number of Students
Hockey	𝍸 I	
Soccer	𝍸	
Basketball	IIII	
Gymnastics	II	

3. Complete the tally chart by drawing the tally marks.

color	tally	number
red		7
green		3
pink		5
orange		4
purple		10
blue		9

4. Answer the questions below using the bar graph.



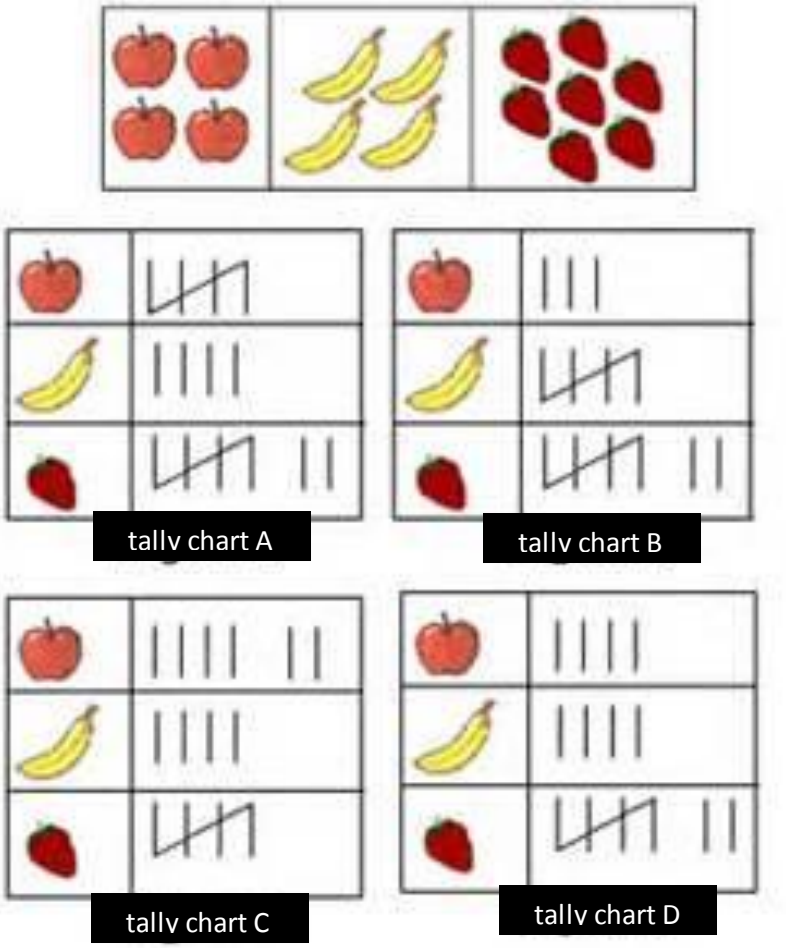
1. Who earned the most gold stars? _____
2. Who earned the least gold stars? _____
3. How many gold stars did John earn? _____
4. How many gold stars did Lisa earn? _____
5. Did Lisa or John earn more gold stars? _____
6. Did John or Mike earn more gold stars? _____

Bonus!

How many gold stars did they earn altogether? _____

Part B – Problem Solving

1. Look at the fruit. Circle the tally chart that matches the number of fruit.



2. Complete the tally chart using the statements.

a) 3 people like cats.

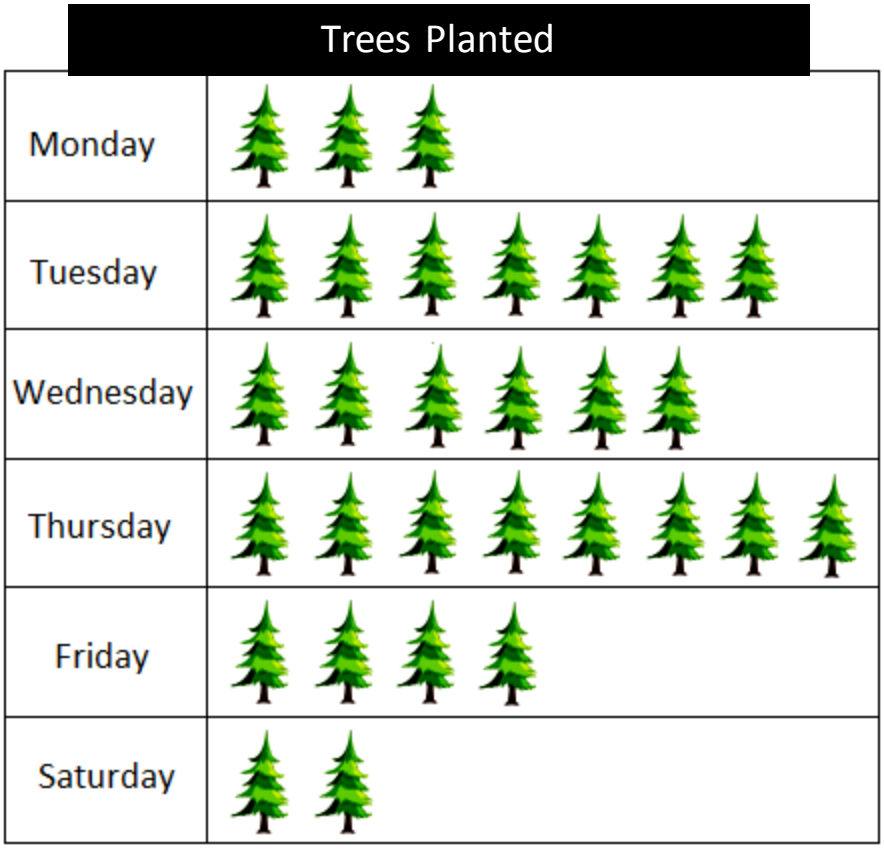
b) most people like dogs.

d) least people like fish.

Favourite Pets

cats	
dogs	
fish	

3. True or False?



a) There were 4 trees planted on Friday. _____

b) There were 3 trees planted on Monday. _____

c) The most trees were planted on Tuesday. _____

d) The least trees were planted on Saturday. _____

e) There were more trees planted on Monday than Thursday. _____

f) There were more trees planted on Tuesday than Saturday. _____

Bonus:

There were 30 trees planted altogether. _____

Part C – Communication

1. Write 4 true statements about the tally chart below. Use the success criteria chart.

Favourite Fruit

Fruit	Votes
Apple	𝍸 | | |
Banana	𝍸 𝍸 | | |
Peach	𝍸 | | | |
Pear	𝍸 |

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

2. Write 4 true statements about the pictograph below.

Favourite Subject

Math	
Reading	
Art	
Science	

 = 1 student

1. _____

_____

2. _____

_____

3. _____

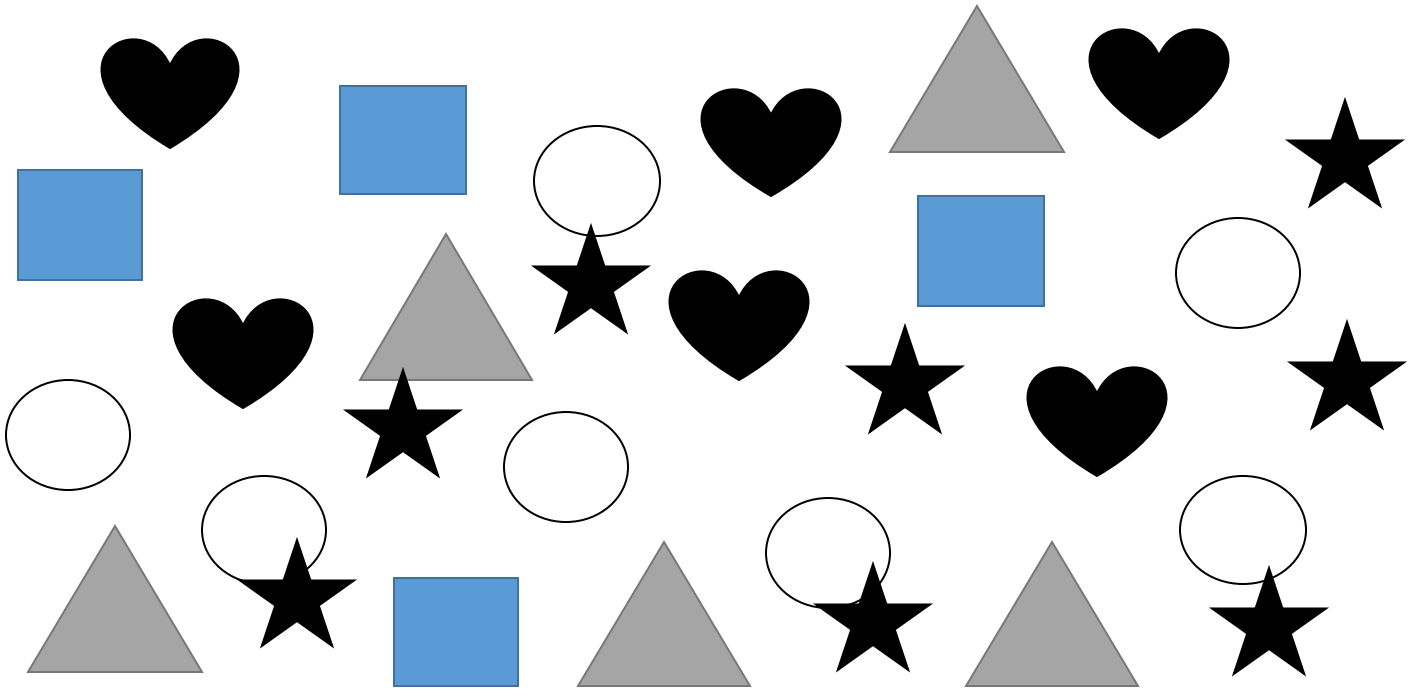
_____

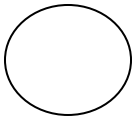
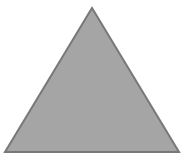
4. _____

_____

Part D – Application

1. Count and tally to complete the chart below.



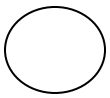
	
	
	
	
	

2. Make a pictograph using the tally chart.

Favorite Pets	
Dog	𝍸 II
Cat	𝍸 𝍸
Fish	IIII
Bird	𝍸

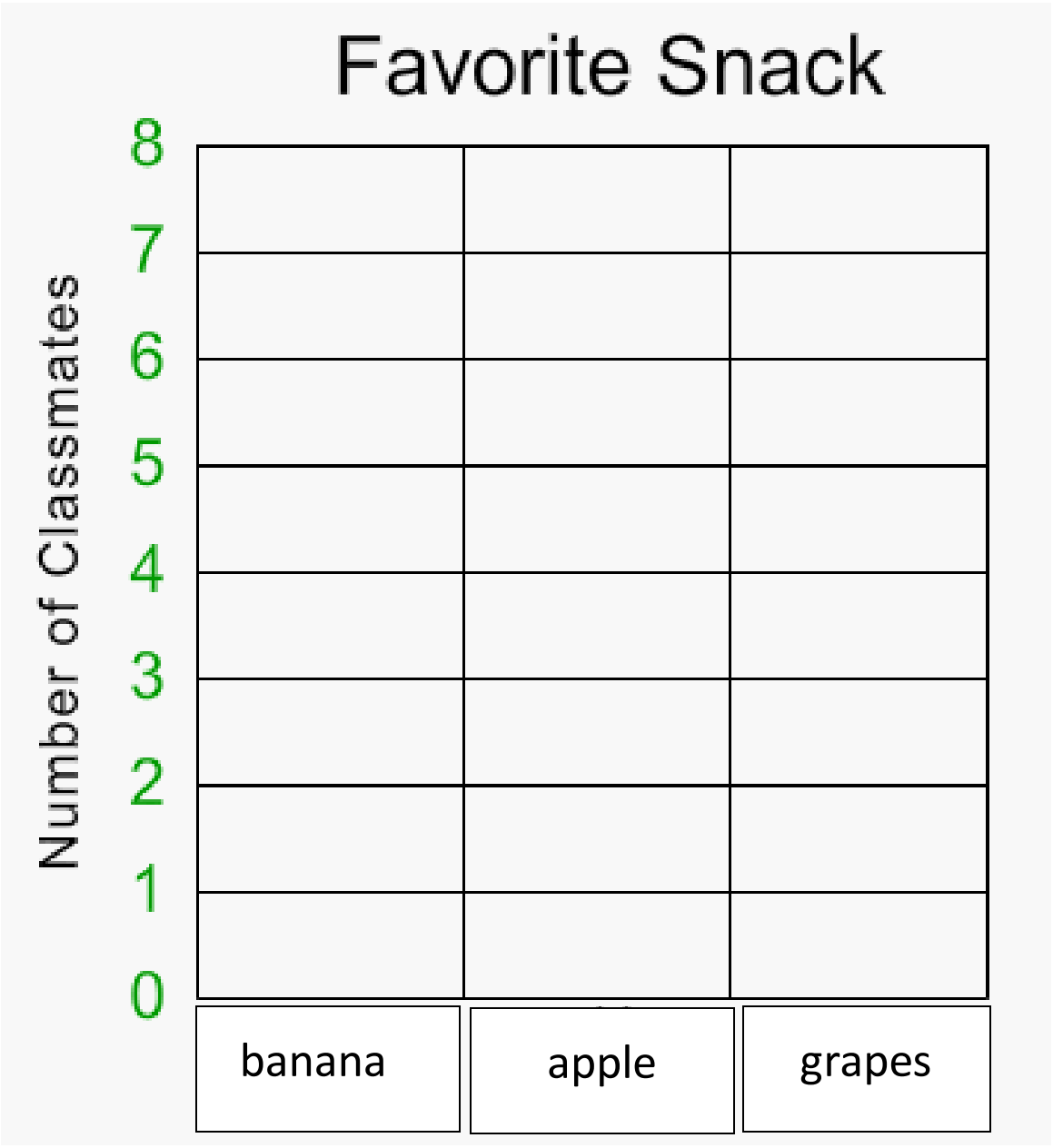
Title: _____

_____	
_____	
_____	
_____	

 = 1 student

2. Complete the bar graph using the tally chart.

Favourite Snack	
	𝍸
	𝍸 |||
	𝍸 |



Grade 1

Probability Assessment

Name: _____

	Level 1	Level 2	Level 3	Level 4
Part A Understanding	Student demonstrates a limited understanding of concepts – major errors.	Student demonstrates some understanding of concepts – several errors.	Student demonstrates an understanding of concepts – few errors.	Student demonstrates a thorough understanding of concepts – no error.
Part B Problem Solving	Demonstrates limited problem solving skills. Major errors.	Demonstrates some problem-solving skills but has several errors.	Demonstrates problem-solving skills – few errors/information missing.	Demonstrates effective problem-solving skills – no error.
Part C Communication	Student has difficulty explaining mathematical thinking.	Student, with some difficulty, can describe their mathematical thinking. Some information may be missing or unclear.	Student can describe their mathematical thinking. Some information may be missing or unclear.	Student can effectively describe their mathematical thinking.
Part D Application	Student applies limited knowledge and skills – 5 or more errors.	Student applies some knowledge and skills – 3 or 4 errors.	Student applies knowledge and skills learned. 1 or 2 errors.	Student effectively applies knowledge and skills learned – no errors.

Part A – Understanding

1. Fill in the blanks using words from the word box.

impossible	unlikely	less likely	more likely	certain

a) A flower will talk to you. _____

b) Tuesday comes after Monday. _____

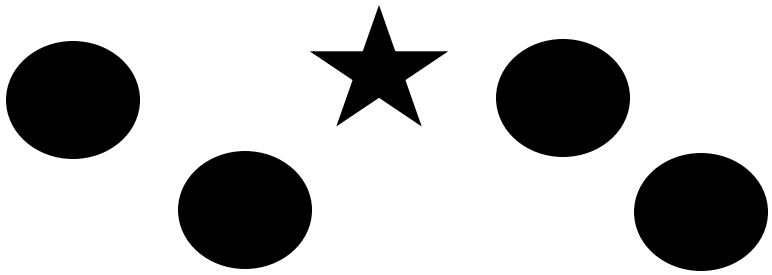
c) It will snow in May. _____

d) If you roll a dice it will land on 8. _____

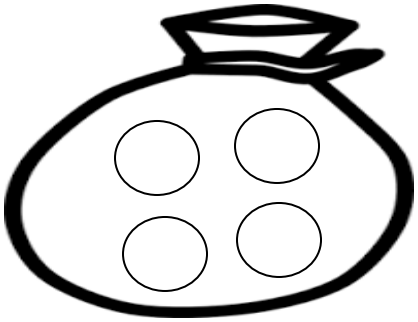
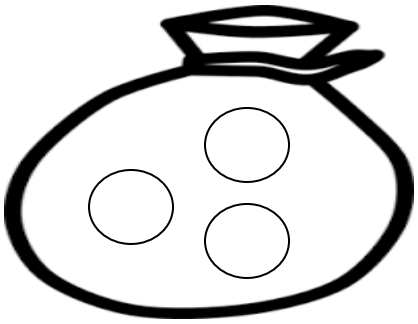
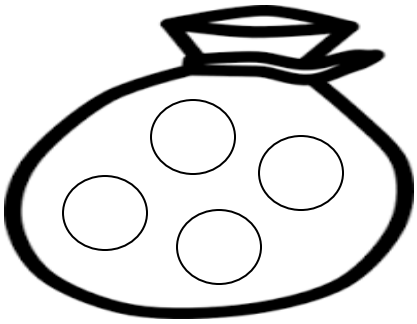
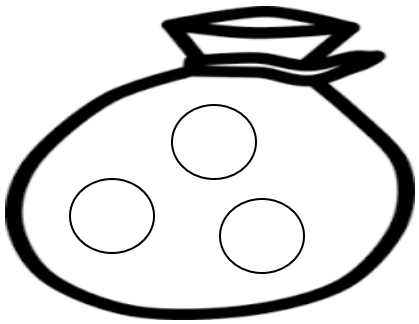
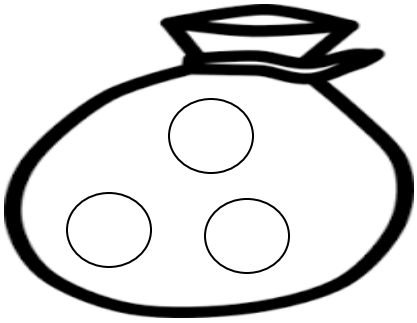
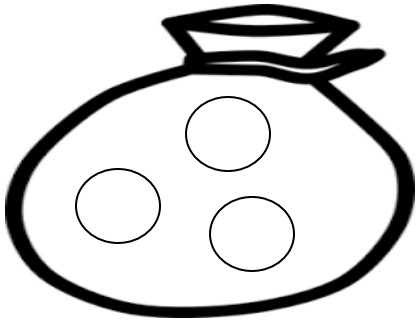
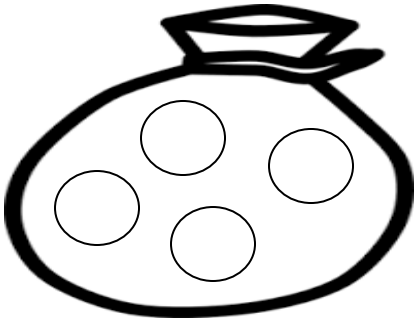
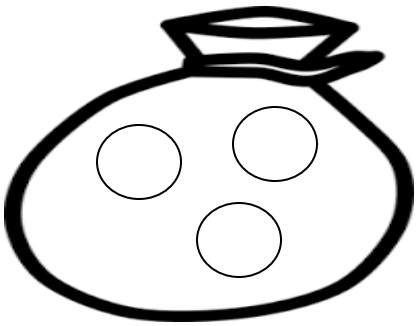
e) It is _____ to be warm in June than in October.

f) It is _____ to be cold in July than in December.

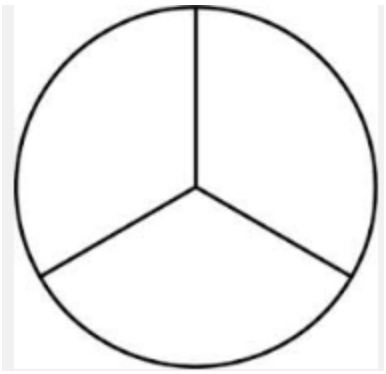
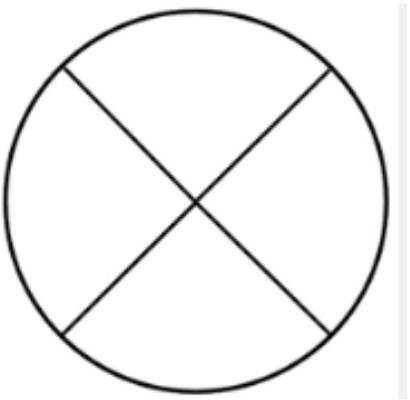
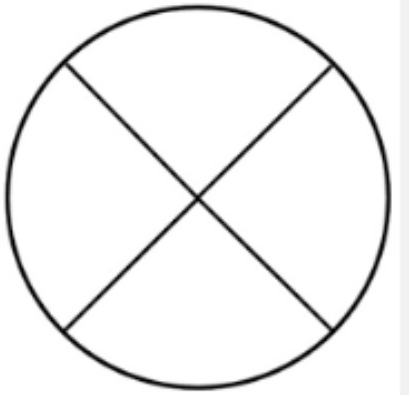
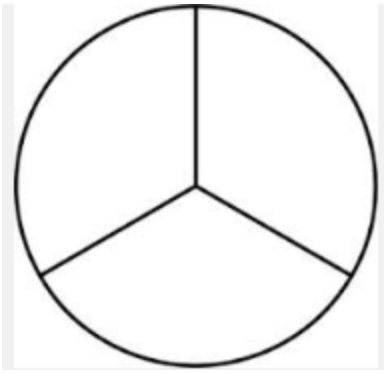
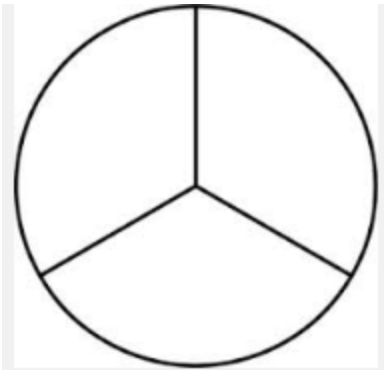
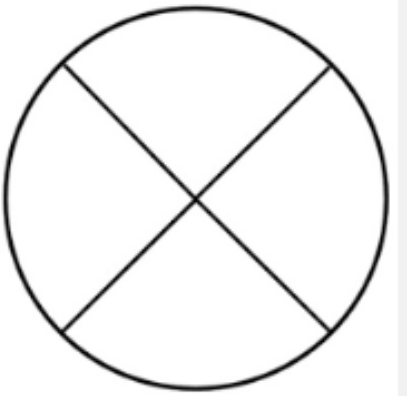
g) Picking a star out of the shapes below. _____



2. Colour the marbles in the bag to match each statement.

Picking yellow is **impossible**. 	Picking green is **certain**. 
Picking blue is **unlikely**. 	It is **more likely** to pick yellow than green. 
It is **less likely** to pick red than blue. 	It is **certain** to pick a red, yellow, or blue. 
It is **unlikely** to pick red. 	It is **more likely** to pick red than purple. 

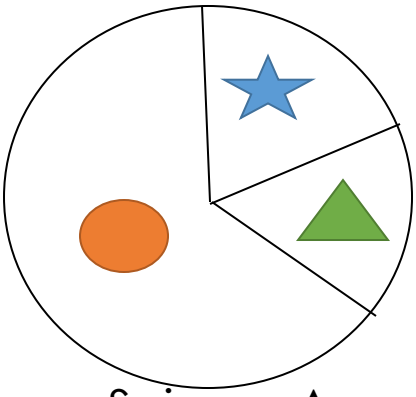
3. Colour the spinner to match each statement.

Spinning yellow is **less likely** than spinning blue. 	Spinning purple is **impossible**. 
Spinning green is **unlikely**. 	Spinning red is **more likely** than spinning green. 
Spinning red is **certain**. 	Spinning red, blue, green, or yellow is **certain**. 

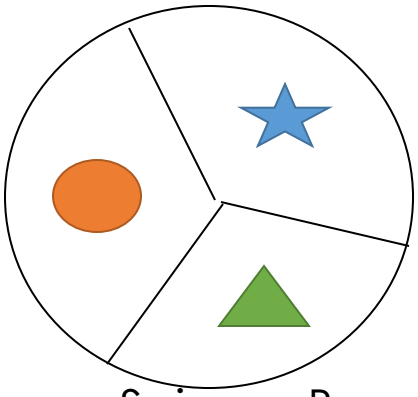
Part B – Problem Solving

1. Match the tally chart to the spinner you think it belongs to. Tell why you think that.

Pattern	Tally
★	III
●	𝍸 𝍸 II
▲	III



Spinner A

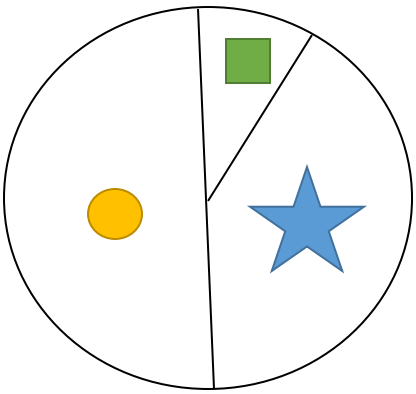


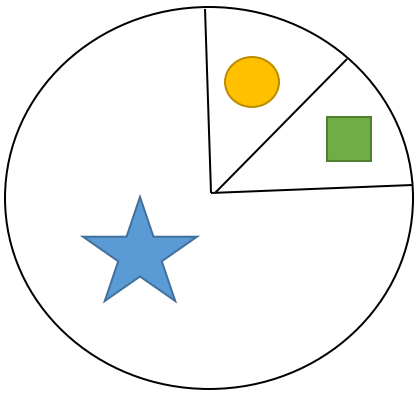
Spinner B

I think the tally chart matches spinner _____ because _____

_____

Pattern	Tally
●	I
★	𝍸 𝍸 IIII
■	II





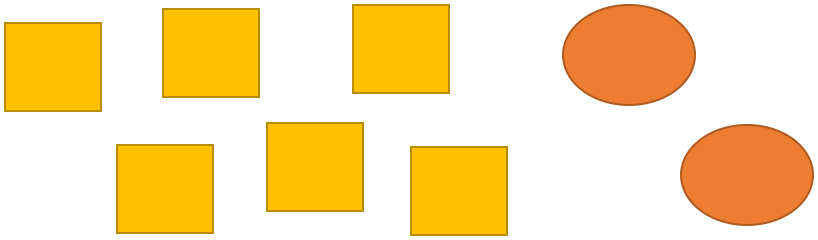
I think the tally chart matches spinner _____ because _____

_____

Part C – Communication

1. Look at the shapes below. Fill in the blanks to make each statement true.

star



square

circle

a) It is **impossible** to pick a _____.

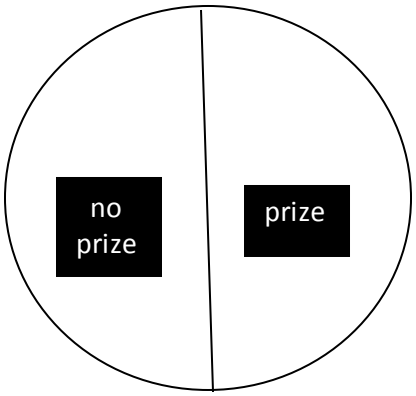
b) It is **certain** to pick a _____.

c) It is **unlikely** to pick a _____.

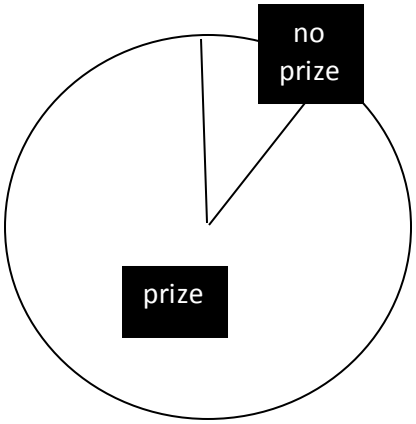
d) You are **more likely** to pick a _____ than a _____.

e) You are **less likely** to pick a _____ than a _____

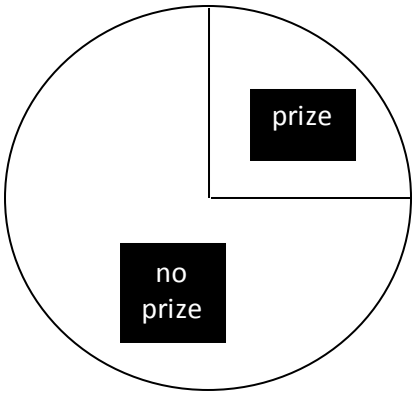
2. Which spinner would you pick so that you have a better chance of winning a prize? Tell why.



Spinner A



Spinner B



Spinner C

I would pick spinner _____ because _____

_____

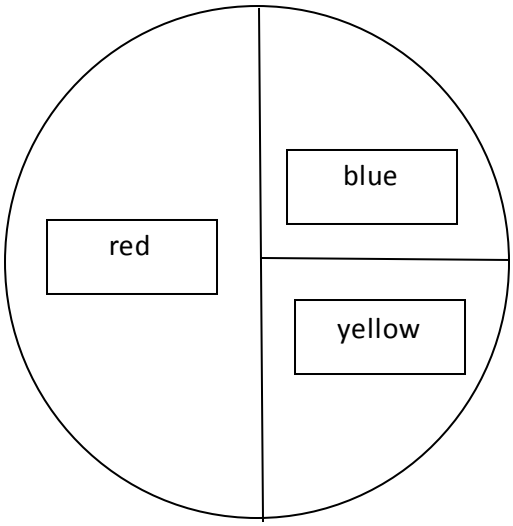
3. If you roll a regular dice 10 times, how many times do you think it will land on the number 8? Explain why.

I think it will land on the number 8 _____ times because

_____

Part D - Application

1. Colour the spinner.



Predict: It will land on _____ the most because ____

_____

Experiment: Spin 20 times using a paper clip and pencil.

Tally your spins.

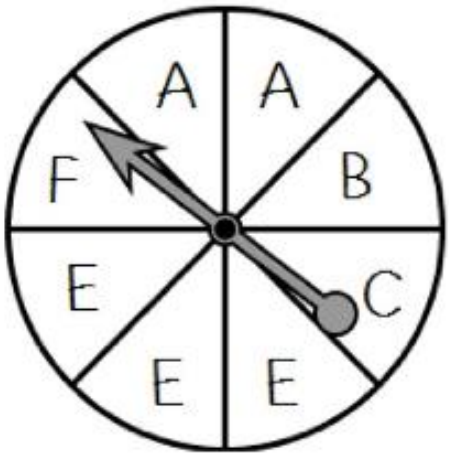
red	
blue	
yellow	

Write 2 statements about your results.

1. _____

2. _____

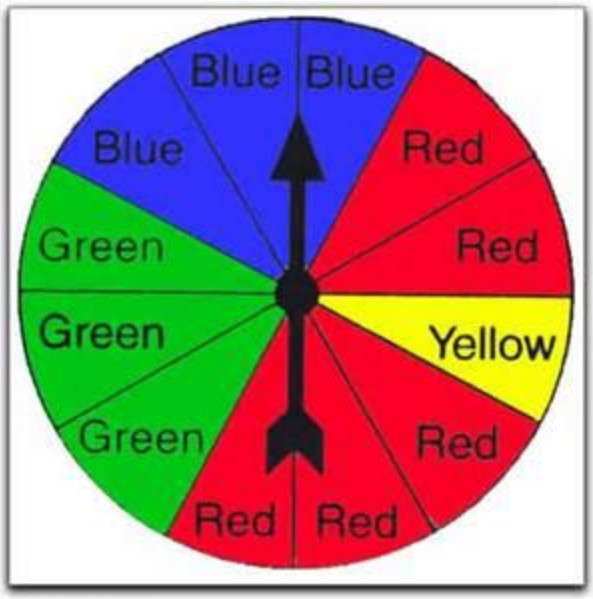
2. Use the spinners to answer the questions.



If you spin the spinner….

a) What letter is it most likely to land on? _____

b) What 3 letters have the same chance? ____ _____ _____



c) What colour will it land on the most? _____

d) What colour will it land on the least? _____

e) What 2 colours have the same chance? _____

and _____