OER K–5 Math

EDITION 1

Grade 1
Assessments

TEACHER EDITION

K–5 Math Grade 1

Acknowledgment

Thank you to all the Texas educators and stakeholders who supported the review process and provided feedback. These materials are the result of the work of numerous individuals, and we are deeply grateful for their contributions.

Notice

These learning resources have been built for Texas students, aligned to the Texas Essential Knowledge and Skills, and are made available pursuant to Chapter 31, Subchapter B-1 of the Texas Education Code.

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GRADE 1 • Assessments

Grade 1 Assessment Overview

Approach to Assessments in the K–5 Math Instructional Materials

Assessments provide an opportunity for students to show their learning accomplishments in addition to offering students a pathway to monitor their progress, celebrate successes, examine mistakes, uncover misconceptions, and engage in self-reflection and analysis. The data collected from the assessments represent an invaluable tool in teachers' hands and provide teachers with specific information about student understanding to help them direct their instruction.

In the K–5 Math instructional materials, assessment is a regular part of the classroom routine and is provided through daily tasks and tasks included on the Mid-Module Assessment Tasks and End-of-Module Assessment Tasks. These assessments are designed to allow for efficient teacher scoring that makes it possible for teachers to implement instructionally relevant, actionable feedback to students and to monitor student progress. The Mid-Module Assessment Tasks and the End-of-Module Assessment Tasks should be used in conjunction with instructionally embedded tasks and other formative and summative assessments to paint a comprehensive picture of student progress toward proficiency.

What Is in the Assessment Book?

Mid-Module Assessment Task and Rubric

A Mid-Module Assessment Task is provided with most modules. This assessment is specifically tailored to address approximately the first half of the student learning outcomes for that module.   Some questions on a Mid-Module Assessment Task can be used in a diagnostic manner as they assess TEKS that will be assessed again on the End-of-Module Assessment Task. Careful language in a rubric provides guidance in understanding common student preconceptions or misconceptions for discrete portions of knowledge or specific skills on their way to proficiency for each TEKS.

End-of-Module Assessment Task and Rubric

A summative End-of-Module Assessment Task is provided for each module. This assessment is specifically designed based on the TEKS addressed to gauge students' understanding of the module as a whole.

Format of the Questions

For Grades 1–5, the question types include constructed response, multiple choice, and multiselect.

Evaluating Student Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze

A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.

assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next.

Teachers can also choose to use an assessment in a summative manner by following scoring guidance based on question type.

Question Type	Description	Maximum Value	Scoring
Multiple-choice **Non-multiple-choice** (e.g., comparison, fill-in-the-blank)	Requires student to select or provide a response for a task that has exactly one correct answer	1 point	(1) Correct answer selected or provided (0) Incorrect answer selected or provided; no response given
Multiselect **Non-multiple-choice** (e.g., ordering, multiple fill-in-the-blank tasks within the same question)	Requires student to select or provide a response for a task that has two or more correct answers	2 points	(2) Correct answers selected or provided (1) At least one correct answer selected or provided (0) All incorrect answers selected or provided; no response given
Constructed Response	Requires student to perform multiple actions and respond in their own words	4 points	(4) Correct answer provided and supported with evidence as outlined by the task (3–1) Varies based on the task (0) All incorrect answers provided; no response given Note: A score of 1, 2, or 3 will depend on how well a student's response aligns to the task.

For more information on responding to trends in student performance, read the Approach to Assessments section of the Program and Implementation Guide.

Suggestions for Implementation

Typically, the Mid-Module Assessment Task and End-of-Module Assessment Task should be completed independently by students within one class period. However, the pacing guidelines of the instructional materials prioritize the allotment of multiple days for each Mid-Module Assessment Task. This allotment gives teachers time to administer an assessment, analyze the assessment data, and support students based on the results of that analysis before administering the End-of-Module Assessment Task. For example, if the data indicates that students need support with reaching proficiency, teachers could use the TEKS associated with each item in the Progression to Proficiency rubric along with the scope and sequence, standards by lesson, and development of fluency information in the Course Guide to locate appropriate lessons or fluency activities that provide additional practice.

The assessment tasks should be new to the students and not preceded by analogous problems. As stated previously, teachers may use these tasks either in a formative or summative manner.

Note: Teachers of Grade 1 students may choose to read parts of an assessment aloud, as appropriate, to meet students' needs and align with local guidelines.

Name _____   Date _____

1. There were 5 friends at Lokit's party. Some more came after basketball practice. Then, there were 9. How many friends came to Lokit's party after basketball practice?

    a. Draw a picture to help you solve the problem.

    b. Draw a complete number bond that goes with this story.

    c. Write an addition sentence to match this story.

        _____

2. Look at the number sentences.

   a. Write the numbers that go in the blanks.
   b. Color all of the partners to 10 blue.
   c. Color all of the +1 facts yellow.
   d. Color all of the +2 facts red.

3 + 7 = _____	_____ = 1 + 4	3 + 2 = _____
_____ = 7 + 2	5 + 1 = _____	_____ = 8 + 1
9 + 1 = _____	_____ = 2 + 6	6 + 4 = _____

3. Look at the party picture!

   a. Write at least two different addition sentences using 3, 6, and 9 that describe the party picture.

   _____   _____

   b. How are these number sentences the same? Explain using pictures and numbers.

4. Monica says that when the unknown is 4, it makes this number sentence true: 5 + 3 =____ + 4. Terry says she is wrong. He says 8 makes the number sentence true.

   a. Who is correct? Explain your thinking using pictures, words, or numbers.

   b. Monica says that 3 and 5 is equal to 5 and 3. Terry says she is wrong again. Explain who is correct, using pictures, numbers, or words.

   c. Next, Monica tells Terry 8 = 8. Terry says she is wrong one more time. Explain who is correct, using pictures, numbers, or words.

   d. Terry decided to give 8 carrot sticks to his friend Monica. Monica put 5 carrot sticks on her plate and some more in her lunch box. How many carrot sticks did Monica put in her lunch box?

OER

| **Mid-Module Assessment Task** | **Topics A–F** |
| **Standards Addressed** | |

Number and Operations

The student is expected to:

1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] − 3;
1.3C	compose 10 with two or more addends with and without concrete objects;
1.3D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
1.3E	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.

Algebraic Reasoning

The student is expected to:

1.5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;
1.5E	understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);
1.5F	determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation;
1.5G	apply properties of operations to add and subtract two or three numbers.

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

A Progression Toward Proficiency

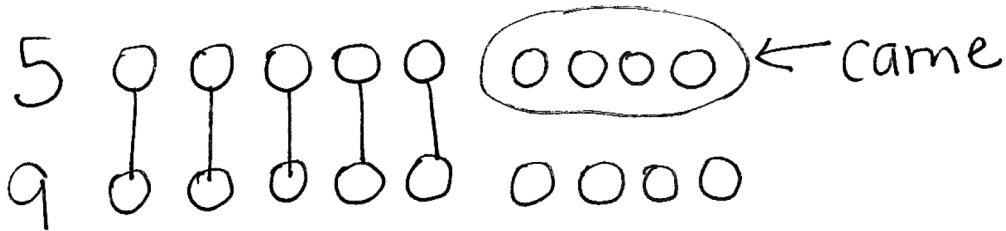| Assessment Task Item and Standards Assessed	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
1(a) 1.3B **1(b) 1.5D** **1(c) 1.5D**	The student is unable to represent the problem with pictures or is disorganized with the symbols, digits, and structure and writes an inaccurate number bond and number sentence.	The student draws an incorrect picture with an equation and number bond that may or may not match the incorrect picture.	The student draws and solves the *add to with change* unknown problem correctly (4 more friends came to the party) but is unable to write an addition equation or number bond to match the problem. OR The student writes an equation and number bond (using 9, 5, and 4) but cannot explain his thinking using pictures to solve the *add to with change unknown* problem.	The student correctly ▪ Draws a picture to solve the *add to with change unknown* problem and determines that 4 more friends came to the party. ▪ Makes a number bond with 9, 5, and 4. ▪ Writes an addition equation ($9 = 5 +$ ___, $5 +$ ____ $= 9$, etc.).
2(a) 1.5F **2(b) 1.3C** **2(c) 1.3D** **2(d) 1.3D**	The student is unable to add as evidenced by unanswered problems. The student colors boxes at random with little understanding of partners to 10, +1, and +2.	The student makes several calculation or category coloring errors. The student makes no accommodation for $9 + 1$.	The student answers most addition problems correctly and makes some category coloring errors (up to two calculation or color errors combined.) The student makes no accommodation for $9 + 1$ or makes an accommodation for $9 + 1$ with calculation or category coloring errors.	The student correctly ▪ Answers all addition problems. ▪ Colors all equations in accordance to the problem type categories. ▪ Makes an accommodation for $9 + 1$ as it fits two categories.

A Progression Toward Proficiency

| 3(a) 1.5G 3(b) 1.3E	The student writes two incorrect number sentences. OR The student is disorganized with the symbols, digits, and structure, and writes an inaccurate equation.	The student writes one correct number sentence and thus cannot explain the similarities between two equations. OR The student writes two number sentences that are exactly the same as one another and explains thinking that does not reflect an understanding of the commutative property.	The student writes two correct and unique addition equations using 3, 6, and 9, but is unable to cite the commutative property in her own words to explain how the equations are same.	The student clearly ▪ Writes two correct and unique addition equations that use 3, 6, and 9 (9 = 6 + 3, or 3 + 6 = 9, or 9 = 3 + 6, etc.). ▪ Demonstrates with pictures, numbers, and words how the number sentences are the same, somehow citing the commutative property in her own words.
4(a) 1.5F 4(b) 1.5G 4(c) 1.5E 4(d) 1.3B	The student cannot explain any of the three scenarios clearly using equations, pictures, or words. The student cannot solve the *separate with addend unknown* problem correctly.	The student explains one of the three scenarios clearly and thoroughly using equations, pictures, or words. The student solves the *separate with addend unknown* problem incorrectly (something other than 3 carrots were in her lunch box).	The student explains two of the three scenarios clearly and thoroughly using equations, pictures, and/or words. The student solves the *separate with addend unknown* problem correctly and determines that 3 carrots were in her lunch box.	The student clearly and thoroughly ▪ Explains all three scenarios using equations, pictures, and/or words. ▪ Solves the *separate with addend unknown* problem correctly and determines that 3 carrots were in her lunch box.

Name ___Maria___   Date _____

1. There were 5 friends at Lokit's party. Some more came after basketball practice. Then, there were 9. How many friends came to Lokit's party after basketball practice?

   a. Draw a picture to help you solve the problem.

   5 ○ ○ ○ ○ ○ (○ ○ ○ ○) ← came
   9 ○ ○ ○ ○ ○   ○ ○ ○ ○

   b. Draw a complete number bond that goes with this story.

   9
   5   4
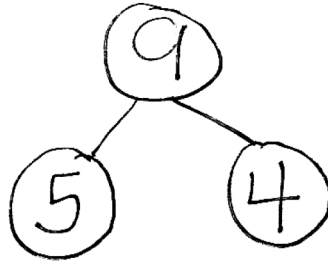
   c. Write an addition sentence to match this story.

   $5 + 4 = 9$

2. Look at the number sentences.

    a. Write the numbers that go in the blanks.

    b. Color all of the partners to 10 blue.

    c. Color all of the +1 facts yellow.

    d. Color all of the +2 facts red.

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

3. Look at the party picture!

    a. Write at least two different addition sentences using 3, 6, and 9 that describe the party picture.

    $$3 + 6 = 9 \qquad 6 + 3 = 9$$

    b. How are these number sentences the same? Explain using pictures and numbers.

    $$3 + 6 = 9$$
    OOO   OOOOOO
    $$6 + 3 = 9$$
    OOOOOO   OOO

4. Monica says when the unknown is 4, it makes this number sentence true:
5 + 3 = _____ + 4. Terry says she is wrong. He says 8 makes the number sentence true.

a. Who is correct? Explain your thinking using pictures, words, or numbers.

Monica

$5 + 3 = 4 + 4$ ⑧

They are the same so shes rite.

b. Monica says that 3 and 5 is equal to 5 and 3. Terry says she is wrong again. Explain who is correct, using pictures, numbers, or words.

$3 + 5 = 5 + 3$

(|| |) + △ = 8

Monica

⑧ the same ⑧
③ ⑤   ⑤ ③

c. Next, Monica tells Terry 8 = 8. Terry says she is wrong one more time. Explain who is correct, using pictures, numbers, or words.

8 = 8

Its true!

d. Terry decided to share 8 carrot sticks with his friend Monica. Monica put 5 carrot sticks on her plate and some more in her lunch box. How many carrot sticks did Monica put in her lunch box?

5 + ③ = 8

3 carrot sticks

Name _____   Date _____

1. There are 9 ducks swimming along in a line. There are 2 grown-up ducks, and the rest are babies. How many of the ducks are babies?

    a. Explain your thinking using pictures, numbers, or words.

    b. Write a number sentence that shows how you solved the problem.

        _____

2. Jennifer says you can use addition to solve subtraction.

    a. Write an addition number sentence that Jennifer can use to solve $9 - 6 =$ _____.

    b. Explain your thinking and show why Jennifer cannot solve $9 - 6 =$ _____ by adding $9 + 6$. Use words, pictures, or numbers.

3. Jeremy is confused about this problem: ☐ = 10 – 8. Write two addition number sentences that might help him understand and solve it. Explain your thinking using words, pictures, or numbers.

4. At the park, there are 6 friends playing baseball. Some more friends came. Now, there are 10 friends playing.

    a. How many friends came to play? Explain your thinking using a math drawing, numbers, or words.

    b. Write an addition sentence and a subtraction sentence to match the story.

    _____   _____

    c. Write the addition number sentence you found when solving the problem. Now write three more number sentences using 6, 10, and _____.

    _____   _____

    _____   _____

5. Look at the animal picture.

Write at least two different number sentences using 5, 4, and 9 that describe the animal picture.

_____   _____

End-of-Module Assessment Task   **Topics A–J**
Standards Addressed

Number and Operations

The student is expected to:

1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] − 3;
1.3E	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.

Algebraic Reasoning

The student is expected to:

1.5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;
1.5G	apply properties of operations to add and subtract two or three numbers.

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	**Little evidence of reasoning without a correct answer.**	**Evidence of some reasoning without a correct answer.**	**Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.**	**Evidence of solid reasoning with a correct answer.**
1(a) 1.3B **1(b) 1.5D**	The student demonstrates a limited ability to both explain her thinking and answer accurately.	The student demonstrates a beginning concept of how to solve an *addend unknown* relationship problem using pictures, words, or numbers by attempting to show her thinking but provides an inaccurate answer.	The student correctly solves the *addend unknown* relationship problem and writes a corresponding equation but cannot explain her thinking in pictures, words, or numbers. Or, the student explains her thinking using pictures, words, or numbers, but is unable to write an accurate equation.	The student correctly ▪ Solves the *addend unknown* relationship problem and determines that 7 ducks are babies. ▪ Explains thinking by drawing a picture, writing numbers or equations, or words. ▪ Writes an equation that corresponds with her solution process (addition or subtraction).
2(a) 1.3E **2(b) 1.3E**	The student shows little evidence of understanding how addition and subtraction differ or is unable to complete the task.	The student shows evidence of beginning to understand how addition and subtraction differ through his explanation but demonstrates incomplete reasoning or an incorrect answer.	The student identifies an addition number sentence that can be used to solve the subtraction problem but cannot fully support the claim or explain his thinking clearly.	The student correctly identifies an addition number sentence that can be used to solve $9 - 6 = \_\_\_$ (e.g., $6 + \_\_\_ = 9$ or $9 = \_\_\_ + 6$) and that $9 + 6$ does not have the same correct answer of 3. The student shows his thinking using words, pictures, or numbers.

A Progression Toward Proficiency				
3 **1.3E**	The student demonstrates little to no understanding of the concept of the connection between addition and subtraction and is unable to explain her thinking.	The student demonstrates a beginning understanding of the connection between addition and subtraction but does not answer accurately.	The student correctly writes two accurate equations using 8, 2, and 10 but is unable to explain her thinking. Or, the student is able to explain her thinking, somehow citing the connection between addition and subtraction, but is unable to write two accurate equations.	The student correctly • Writes two accurate addition equations using 8, 2, and 10. • Explains her thinking using pictures, numbers, or words, and cites the connection between addition and subtraction in her explanation.
4(a) 1.3B **4(b) 1.5D** **4(c) 1.5G**	The student shows very little understanding of how to solve the *add to with change unknown* problem and cannot write corresponding equations.	The student shows a beginning understanding of how to solve the *add to with change unknown* problem, but lacks reasoning or equation writing skills.	The student correctly answers the *add to with change unknown* problem (4 friends came to play), writes accurate addition and subtraction equations, including those that demonstrate an understanding of the commutative property, but is unable to explain his thinking. Or, the student writes addition and subtraction equations correctly and clearly explains his thinking, but does not answer accurately (something other than 4 friends came to play). Or, the student solves the problem (4 friends came to play) and explains thinking clearly, but does not write all addition and subtraction sentences accurately.	The student clearly • Solves the *add to with change unknown* problem, determines that 4 friends came to play, and explains his thinking. • Writes addition and subtraction equations which correspond to the problem. • Applies the commutative property and knowledge of the equal sign to write three additional equations $(10 = 6 + 4; 4 + 6 = 10; 10 = 4 + 6;$ etc.$)$.

A Progression Toward Proficiency

5 1.5G	The student is disorganized with the symbols, digits, and structure, and does not write equations.	The student writes two number sentences that are incorrect or that do not use 4, 5, and 9.	The student writes one correct number sentence using 4, 5, and 9. OR The student writes two number sentences using 4, 5, and 9 that are exactly the same as one another.	▪ The student writes two correct and unique number sentences using 4, 5, and 9 (5 + 4 = 9; 9 − 4 = 5; etc.).

Name _Maria_   Date _____

1. There are 9 ducks swimming along in a line. There are 2 grown-up ducks, and the rest are babies. How many of the ducks are babies?

    a. Explain your thinking using pictures, numbers or words.

Grown ups   Babies $2 + \boxed{7} = 9$

    b. Write a number sentence that shows how you solved the problem.

$\underline{2 + \boxed{7} = 9}$ $2 + \boxed{} = 9$
        8

2. Jennifer says you can use addition to solve subtraction.

    a. Write an addition number sentence that Jennifer can use to solve 9 – 6 = ____.

    b. Explain your thinking and show why Jennifer cannot solve 9 – 6 = ____ by adding 9 + 6. Use words, pictures, or numbers.

$6 + \underline{} = 9$
$9 - 6 = 3$

$9 + 6$ is not 3

$6 + \underline{} = 9$

3. Jeremy is confused about this problem: ☐ = 10 – 8. Write two addition number sentences that might help him understand and solve it. Explain your thinking using words, pictures, or numbers.

$$10 - 8 = \underline{\quad} \text{ is the same.}$$

(number bond: 10 with 8 and 2)

$$8 + \boxed{2} = 10$$
$$\boxed{2} + 8 = 10$$

4. At the park, there are 6 friends playing baseball. Some more friends came. Now, there are 10 friends playing.

a. How many friends came to play? Explain your thinking using a math drawing, numbers, or words.

(drawing of 6 linked circles and a group of 4 X's circled) — come
(4 open circles)
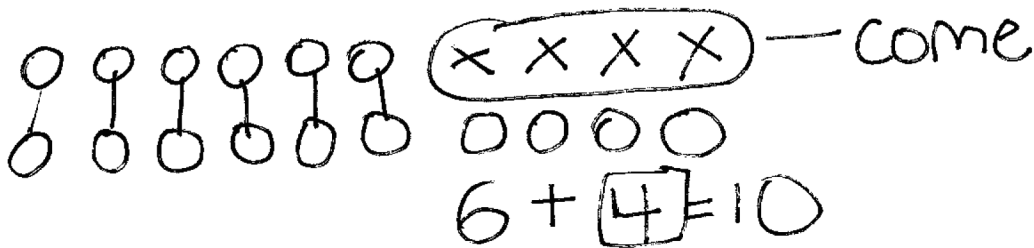
$$6 + \boxed{4} = 10$$

b. Write an addition sentence and a subtraction sentence to match the story.

$$6 + \boxed{4} = 10 \qquad 10 - 6 = \boxed{4}$$

c. Write the addition number sentence you found when solving the problem. Now write three more number sentences using 6, 10, and _____.

$$6 + 4 = 10 \qquad 10 = 6 + 4$$
$$4 + 6 = 10 \qquad 10 = 4 + 6$$

5. Look at the animal picture.
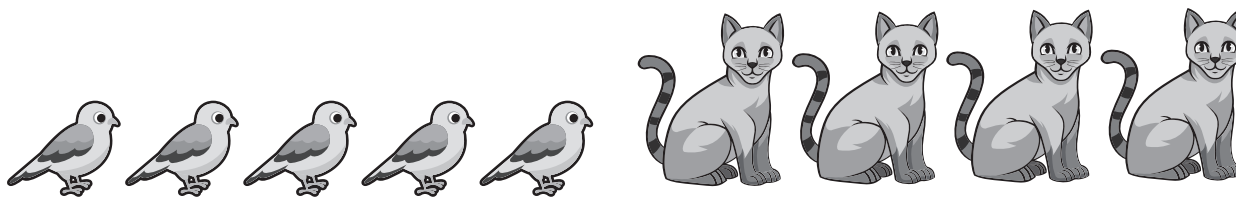
   Write at least two different number sentences using 5, 4, and 9 that describe the animal picture.

$$5 + 4 = 9 \qquad 9 - 4 = 5$$

Name _____ Date _____

1. Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.

    a. Whose pennies together make ten?

    b. Represent the pennies Pedro, Anita, and Olga have in all using a math drawing and a number sentence.

    c. How many pennies do Pedro, Anita, and Olga have in all?

    Pedro, Anita, and Olga have _____ pennies in all.

2. Look at the number sentences.
    a. Circle the pairs of numbers that make ten in each problem.
    b. Write the numbers that make the number sentences true.
    The first one is done for you.

    (9) + 5 + (1) = 15 2 + 6 + 8 = _____   4 + 3 + 7 = _____

    8 + 2 + _____ = 15   9 + _____ + 1 = 16   1 + 7 + 9 = 10 + _____

3. Carlos has 6 pennies in a bowl. Nine pennies are in his drawer.

   a. Represent the number of pennies Carlos has in all with a labeled math drawing and a number sentence.

   b. How many pennies does Carlos have in all?

                                        Carlos has _____ pennies in all.

4. Write a number bond for each number sentence to show how to make ten.

   a. 9 + 5 = 14   b. 8 + 5 = 13

   c. 6 + 9 = 15   d. 17 = 8 + 9

5. Eva has 6 marbles in her hand and 8 in her pocket.

a. Two students drew the pictures below to find out how many marbles Eva has. Label their drawings with P and H for Pocket and Hand. Write a number sentence to go with each drawing.

b. True or false: You have to start with 6 marbles and then add the 8 marbles. (Circle one.) **True   False**
    Use pictures or words to explain how you know.

c. Show two ways to find the number of Eva's marbles that show how to make ten. Write a number sentence for each.

d. Jerry has 4 marbles in his pocket and 10 in his hand. Explain how it is that Jerry and Eva have the same number of marbles. Use words, math drawings, and numbers.

<table>
<tr><td>Mid-Module Assessment Task
Standards Addressed</td><td>Topic A</td></tr>
</table>

Number and Operations

The student is expected to:

1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] – 3;
1.3C	compose 10 with two or more addends with and without concrete objects;
1.3D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
1.3E	explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.

Algebraic Reasoning

The student is expected to:

1.5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;
1.5G	apply properties of operations to add and subtract two or three numbers.

Evaluating Student Learning Outcomes

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A Progression Toward Proficiency

Assessment Task Item and Standards Assessed	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
1(a) 1.3C 1(b) 1.5D 1(c) 1.3B	Student is unable to complete either question accurately.	Student correctly answers one question but may not explain his thinking adequately.	Student correctly answers both questions but fails to explain using a math drawing, number sentence, and complete statement. OR Student explains his thinking using a math drawing, number sentence, and complete statement but answers one or both questions incorrectly.	Student correctly: - Identifies that Olga and Pedro's pennies together make ten. - Solves for 14 pennies in total. - Explains his thinking using a math drawing, number sentence, and complete statement.
2(a) 1.3C 2(b) 1.3D	Student solves for one unknown correctly or is unable to complete the task.	Student solves one or two unknowns correctly and circles the pairs of ten for at least two problems.	Student may solve for the unknown in each equation but fails to circle the pairs that make ten or solves for one unknown incorrectly.	Student correctly circles the pairs that make ten and solves as follows: a. 15, 16, 14 b. 5, 6, 7.
3(a) 1.5D 3(b) 1.3B	Student's answer is incorrect, and there is no evidence of reasoning.	Student's answer is incorrect, but there is evidence of reasoning. For example, student is able to write a number sentence or draw 5-groups.	Student's answer is correct and the work is essentially strong, but her response is incomplete, possibly missing labels for the drawing or an addition sentence.	Student correctly: - Finds there are 15. - Correctly draws and labels. - Writes a corresponding number sentence.

A Progression Toward Proficiency				
4(a) 1.3E **4(b) 1.3E** **4(c) 1.3E** **4(d) 1.3E**	Student is unable to draw number bonds that demonstrate the *make ten* strategy.	Student draws one or two of the number bonds correctly, showing how to make ten.	Student draws three out of the four number bonds correctly, showing how to make ten.	Student correctly draws a number bond for each of the four problems, showing how to make ten for each.
5(a) 1.5D **5(b) 1.5G** **5(c) 1.3D** **5(d) 1.3E**	Student's answers are incorrect and there is no evidence of reasoning.	Student's answers are incorrect, but there is evidence of reasoning. For example, student is able to write a number sentence.	Student's answers are correct, but the responses are incomplete (e.g., may be missing labels for the drawing, an addition sentence, or may lack explanation). Student's work is essentially strong.	Student correctly: ▪ Labels the student drawings and writes a number sentence for each. ▪ Identifies the statement as false, and explains why, citing the commutative property with pictures or words (no formal terms necessary). ▪ Shows how to make ten to solve the problem. ▪ Explains how they have the same number of marbles.

Name __Maria__   Date _____

1. Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.

    a. Whose pennies together make ten?

    Pedro Olga

    b. Represent the pennies Pedro, Anita, and Olga have in all using a math drawing and a number sentence.

    $$10 + 4 = 14$$
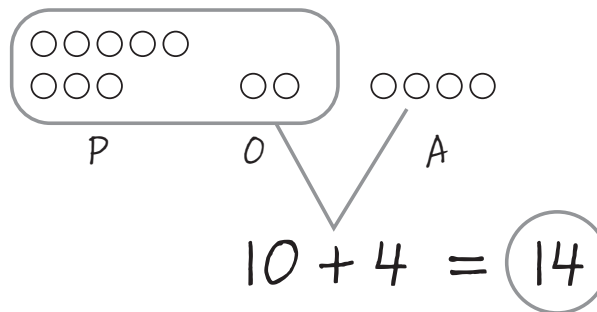
    c. How many pennies do Pedro, Anita, and Olga have in all?

    Pedro, Anita, and Olga have __14__ pennies in all.

2. Look at the number sentences.
    a. Circle the pairs of numbers that make ten in each problem.

    b. Write the numbers that make the number sentences true.

    The first one is done for you.

    $9 + 5 + 1 = \underline{15}$ $2 + 6 + 8 = \underline{16}$ $4 + 3 + 7 = \underline{14}$

    $8 + 2 + \underline{5} = 15$ $9 + \underline{6} + 1 = 16$ $1 + 7 + 9 = 10 + \underline{7}$

3. Carlos has 6 pennies in a bowl. Nine pennies are in his drawer.

   a. Represent the number of pennies Carlos has in all with a labeled math drawing and a number sentence.

   $$9 + 6 = 15$$
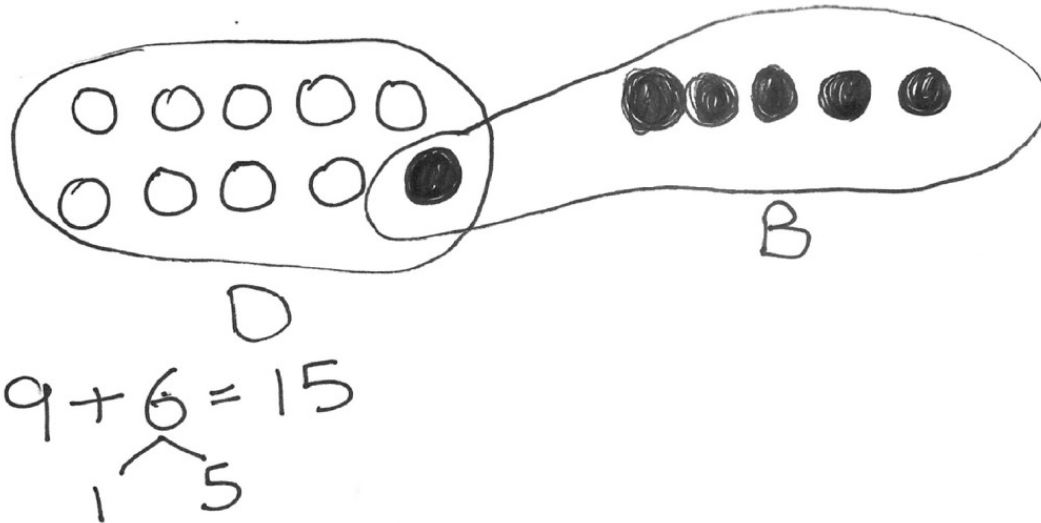
   b. How many pennies does Carlos have in all?

   Carlos has __15__ pennies in all.

4. Write a number bond for each number sentence to show how to make ten.

   a. 9 + 5 = 14

   b. 8 + 5 = 13

   c. 6 + 9 = 15

   d. 17 = 8 + 9

5. Eva has 6 marbles in her hand and 8 in her pocket.

a. Two students drew the pictures below to find out how many marbles Eva has. Label their drawings with P and H for Pocket and Hand. Write a number sentence to go with each drawing.
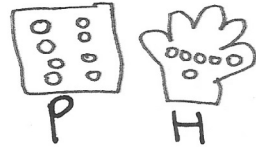
$8 + 6 = 14$ $6 + 8 = 14$

b. True or false: You have to start with 6 marbles and then add the 8 marbles. (Circle one.) **True**   (False)

Use pictures or words to explain how you know.

You can start with either as long as you add them all.   14   14
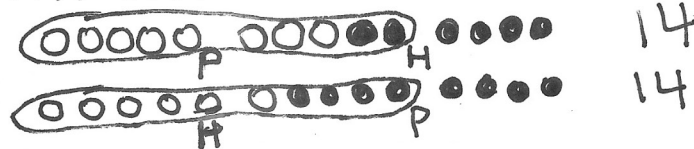
c. Show two ways to find the number of Eva's marbles that show how to make ten. Write a number sentence for each.
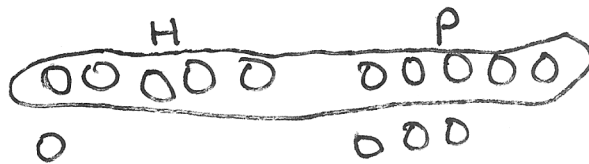
$10 + 4 = 14$ $8 + 6 = 14$
                          $2 \quad 4$

d. Jerry has 4 marbles in his pocket and 10 in his hand. Explain how it is that Jerry and Eva have the same number of marbles. Use words, math drawings, and numbers.
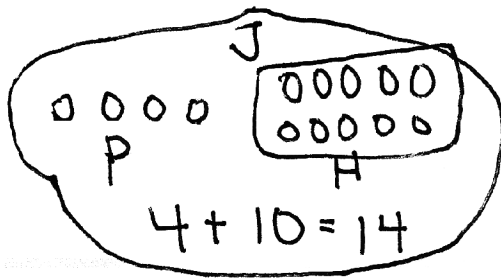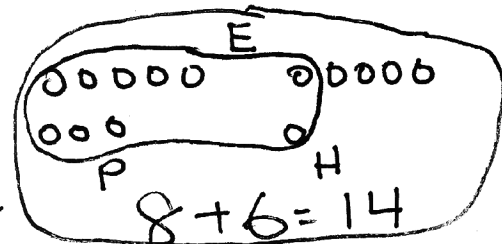
$4 + 10 = 14$ $14 = 14$ $8 + 6 = 14$

Name _____   Date _____

1. Mr. Baggy owns a pet store. He has a big tank and a small tank of goldfish.

   a. Write the number of goldfish in each tank.

   _____   _____
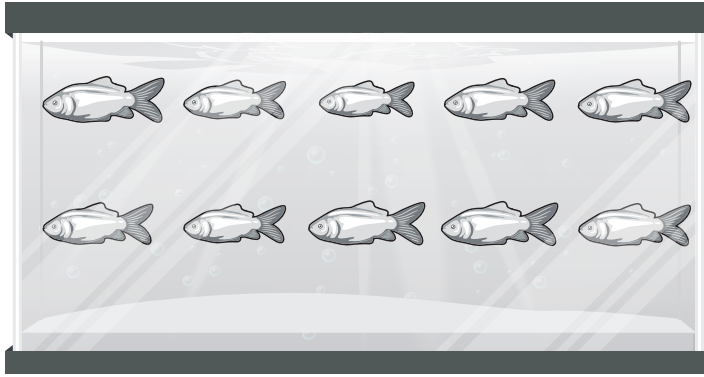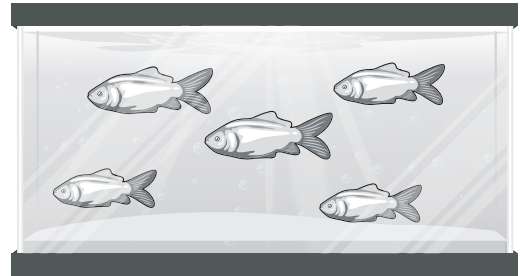
   b. Mr. Baggy sold 8 goldfish out of the big tank. Represent the number of goldfish he had left in all with a labeled math drawing and a number sentence.

   c. How many goldfish did Mr. Baggy have left in all?

   Mr. Baggy had _____ goldfish left in all.

2. Write the numbers that make the number sentences true.

    a. $15 - 9 = 10 - $ _____ $11 - $ _____ $= 4$

    b. $9 + $ _____ $= 13 + 2$ $8 + $ _____ $= 12$

3. Write a number bond in each number sentence to show how to use ten to subtract. Draw 5-groups and some ones to show each subtraction sentence.

    ┌─────────────────────────┐   ┌─────────────────────────┐
    │ a. $13 - 9 = 4$ │   │ b. $12 - 8 = 4$ │
    │   │   │   │
    │   │   │   │
    │   │   │   │
    │   │   │   │
    └─────────────────────────┘   └─────────────────────────┘

    c. Use your pictures and numbers to explain how both subtraction problems equal 4.

4. Mr. Baggy also has 15 snakes.

   a. Show the number of snakes as a ten and some ones with a number bond, a 5-group drawing, and a number sentence.

   b. Mr. Baggy sold some snakes. Now he has 5 snakes. Represent the number of snakes Mr. Baggy sold using a number bond or a math drawing. Write a number sentence.

   c. How many snakes did Mr. Baggy sell?

Mr. Baggy sold _____ snakes.

5. Write a story about Mr. Baggy's pet store for each number sentence.
    Use the word bank.
    Then, solve your problems.

lizards		how		has
fish		many		sells
birds		left		buys
pets		now		does

a. 6 + 4 = _____

b. 5 – 1 = _____

End-of-Module Assessment Task   **Topics A–D**
Standards Addressed

Number and Operations

The student is expected to:

1.2A   recognize instantly the quantity of structured arrangements;

1.2B   use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;

1.3B   use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] − 3;

1.3E   explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences;

1.3F   generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.

Algebraic Reasoning

The student is expected to:

1.5D   represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;

1.5E   understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s);

1.5F   determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three or four terms in the equation.

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	**Little evidence of reasoning without a correct answer.**	**Evidence of some reasoning without a correct answer.**	**Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.**	**Evidence of solid reasoning with a correct answer.**
1(a) 1.2A **1(b) 1.5D** **1(c) 1.3B**	Student does not correctly identify the quantities of goldfish initially in each tank. Student's drawing and number sentence are completely unrelated to the problem of the number of goldfish left in all, showing no understanding of the problem.	Student identifies the quantities of goldfish initially in each tank. Student has an incorrect answer for the number of goldfish left in all but shows some understanding through drawings or number sentences.	Student identifies the quantities of goldfish initially in each tank. Student answers correctly (7) for the number of goldfish left in all but is missing the drawing or the number sentence. OR Student identifies the quantities of goldfish initially in each tank. Student draws a picture or writes a number sentence to show her thinking but has an incorrect answer for the number of goldfish left in all.	Student correctly: ▪ Identifies the quantities of goldfish initially in the large (10) and small (5) tanks. ▪ Answers 7 for the number of goldfish left in all. ▪ Explains using a drawing and any number sentence that matches her work (e.g., 15 – 8 = 7 or 2 + 5 = 7).
2(a) 1.5F **2(b) 1.5F**	Student answers zero or one problem correctly, demonstrating a limited understanding of the problems.	For each problem, student: ▪ Subtracts from a teen number, ▪ Finds the missing addend, with two calculation errors.	For each problem, student: ▪ Subtracts from a teen number, ▪ Finds the missing addend, with one calculation error.	For each problem, student correctly: a. Subtracts from a teen number: 4, 7. b. Finds the missing addend: 6, 4.

A Progression Toward Proficiency				
3(a) 1.3E **3(b) 1.3E** **3(c) 1.5E**	Student is not able to correctly accomplish any component of the task, demonstrating a lack of understanding of the problems.	Student may show some understanding and skill with 5-group drawings but is unable to execute the bonds or explain his thinking. OR Student is able to show the bonds but is unable to draw the 5-groups or explain appropriately.	Student draws the bonds and 5-groups but is unable to explain how both have an answer of 4. OR Student explains well, and draws 5-groups well, but does not execute the bonds accurately.	Student correctly: ▪ Models the number bonds and 5-group drawings. ▪ Explains how both problems equal 4 using numbers (i.e., 1 + 3 = 2 + 2).
4(a) 1.2B **4(b) 1.5D** **4(c) 1.3B**	Student answers no questions correctly and is unable to show work, thus demonstrating a lack of understanding of the concepts.	Student answers no questions correctly but either shows all accompanying models or demonstrates inconsistent understanding of the connection between addition and subtraction.	Student correctly represents 15 in at least one way and answers that 10 snakes were sold but shows partial understanding of the connections between addition and subtraction or is missing some models. OR Student answers (a) or (c) correctly with all accompanying models.	Student correctly: ▪ Represents 15 with a number bond, 5-group drawing, and number sentence. ▪ Explains that 10 snakes were sold.
5(a) 1.3F **5(b) 1.3F**	Student is unable to use the number sentences to write story problems and is unable to solve for the sum and difference.	Student attempts to generate stories but does not differentiate between parts, wholes, and operations. Student may find the sum and difference but does not connect them to the stories.	Student completes one of the following: ▪ Generates complete stories matching both number sentences but does not solve for the answers. ▪ Solves for the correct sum and difference, but the stories the student writes do not match those answers or the given equations. ▪ Generates a complete story and correct-ly solves for one of the two number sentences.	Student generates complete stories matching both number sentences and correctly solves both problems.

Name __Maria_____   Date _____

1. Mr. Baggy owns a pet store. He has a big tank and a small tank of goldfish.

   a. Write the number of goldfish in each tank.
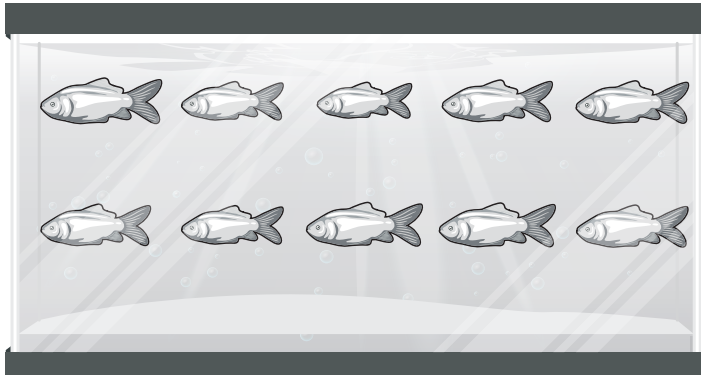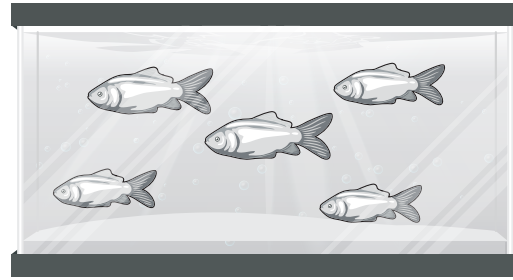
   _____10_____   _____5_____

   b. Mr. Baggy sold 8 goldfish out of the big tank. Represent the number of goldfish he had left in all with a labeled math drawing and a number sentence.

   $2+5=7$
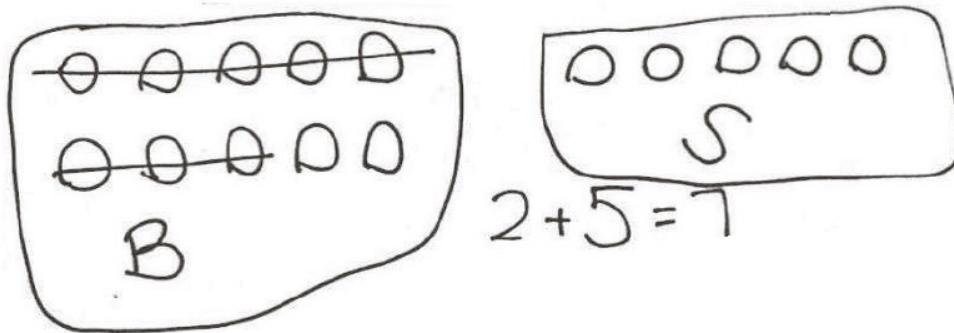
   c. How many goldfish did Mr. Baggy have left in all?

   Mr. Baggy had ____7____ goldfish left in all.

2.　Write the numbers that make the number sentences true.

a.　15 – 9 = 10 – ___4___

11 – ___7___ = 4

b.　9 + ___6___ = 13 + 2

8 + ___4___ = 12

3.　Write a number bond in each number sentence to show how to use ten to subtract. Draw 5-groups and some ones to show each subtraction sentence.

c.　Use your pictures and numbers to explain how both subtraction problems equal 4.

4. Mr. Baggy also has 15 snakes.

   a. Show the number of snakes as a ten and some ones with a number bond, a 5-group drawing, and a number sentence.

$$15 = 10 + 5$$

$$15$$
$$10 \quad 5$$

00000 00000 00000

15

   b. Mr. Baggy sold some snakes. Now he has 5 snakes. Represent the number of snakes Mr. Baggy sold using a number bond or a math drawing. Write a number sentence.

   c. How many snakes did Mr. Baggy sell?

$$15 - \square = 5$$
$$15 - 5 = \boxed{10}$$

$$15$$
$$10 \quad 5$$

Mr. Baggy sold __10__ snakes.

    Module 2:   Introduction to Place Value Through Addition and Subtraction Within 20

OER

5. Write a story about Mr. Baggy's pet store for each number sentence.
    Use the word bank.
    Then, solve your problems.

lizards		how		has
fish		many		sells
birds		left		buys
pets		now		does

a. 6 + 4 = _____

Mr. Baggy sells 6 lizards and 4 fish. How many pets did he sell?

6 + 4 = 10

10 pets

b. 5 – 1 = _____

Mr. Baggy has 5 birds. He sells 1 bird. How many birds does he have now?

5 – 1 = 4

4 birds

Name _____   Date _____

1. Each student in the class put a sticky note on the graph to show the vegetable he or she likes best. Use the picture graph below to answer the questions. Remember to label your answers.

Vegetables That Students Like Best

Each picture = 1 student vote

Number of Students

Broccoli   Peas   Carrots
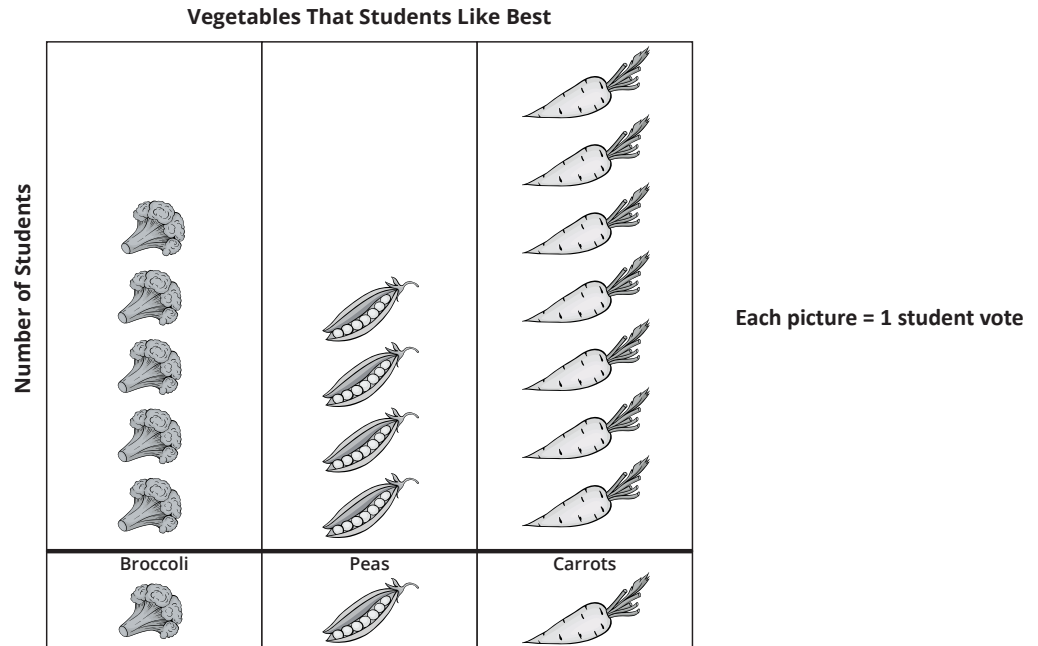
a. How many students like carrots the best?   _____

b. How many students like carrots and peas the best?   _____

c. How many total students answered the survey?   _____

d. How many more students like broccoli than like peas the best?

_____

e. Write your own question by using the picture graph.
   What is the answer to your question?

_____

_____

2. a. Circle the pictures that show a correct measurement. ▢ is a centimeter cube.

3 centimeters

4 centimeters

5 centimeters

2 paper clips

3 paper clips
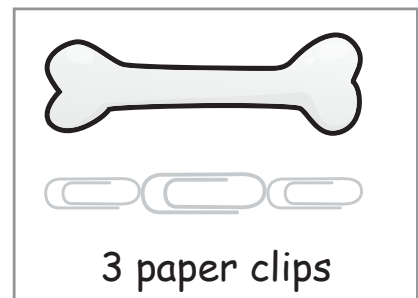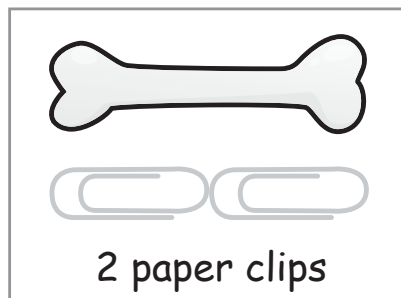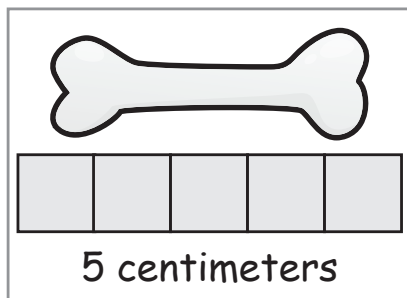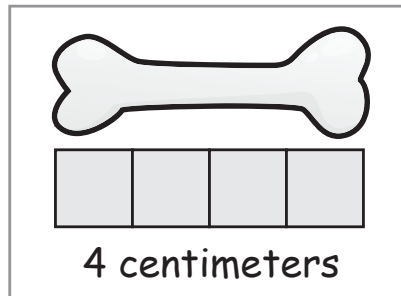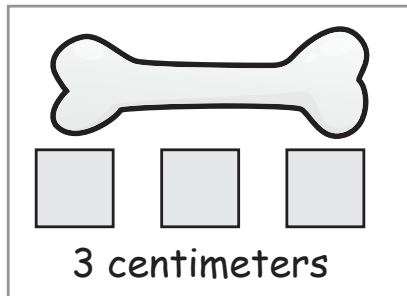
b. Why did you pick these pictures? Explain your thinking with two reasons.
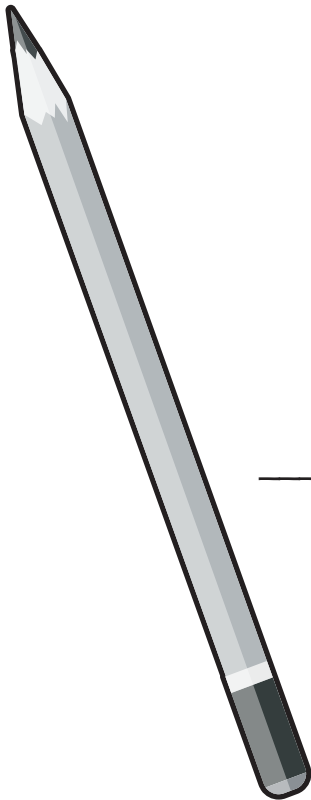
_____

_____

c. What was the length measurement of the bone for each correct picture?

_____

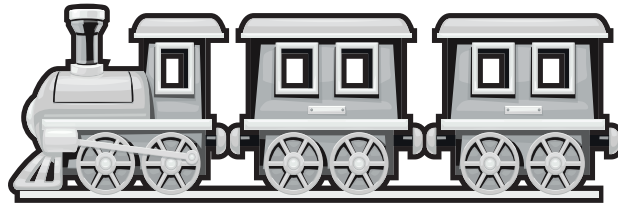d. Why are these correct measurements for the same crayon different?

5 blocks

4 paper clips

_____

_____
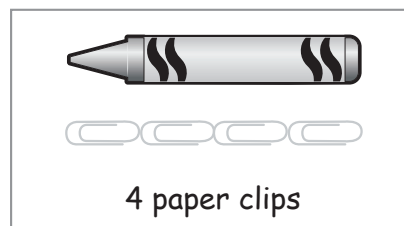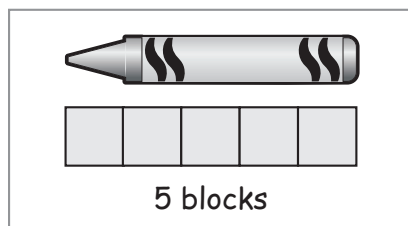
3. Measure the length of the picture of each item with centimeter cubes.

a.

_____ centimeters

_____ centimeters
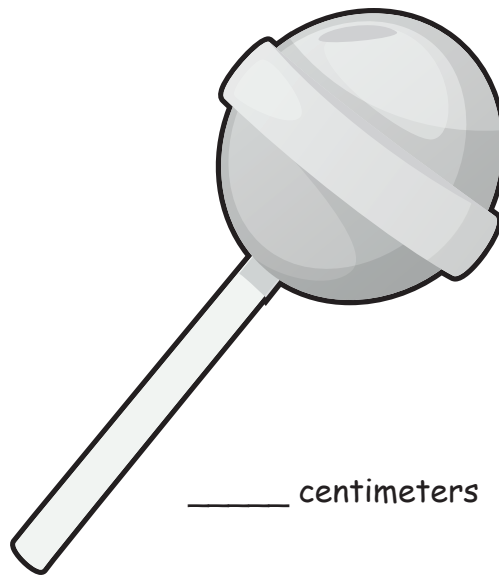
_____ centimeters

b. Order the train, pencil, and lollipop from shortest to longest.

_____

c. Write a number sentence that can be used to find how much shorter the lollipop is than the pencil.

_____

d. How much longer is the pencil than the train?

_____

4. This picture shows fruit people took to a party. Count the total number of each type of fruit. Organize the data using tally marks in the chart below.
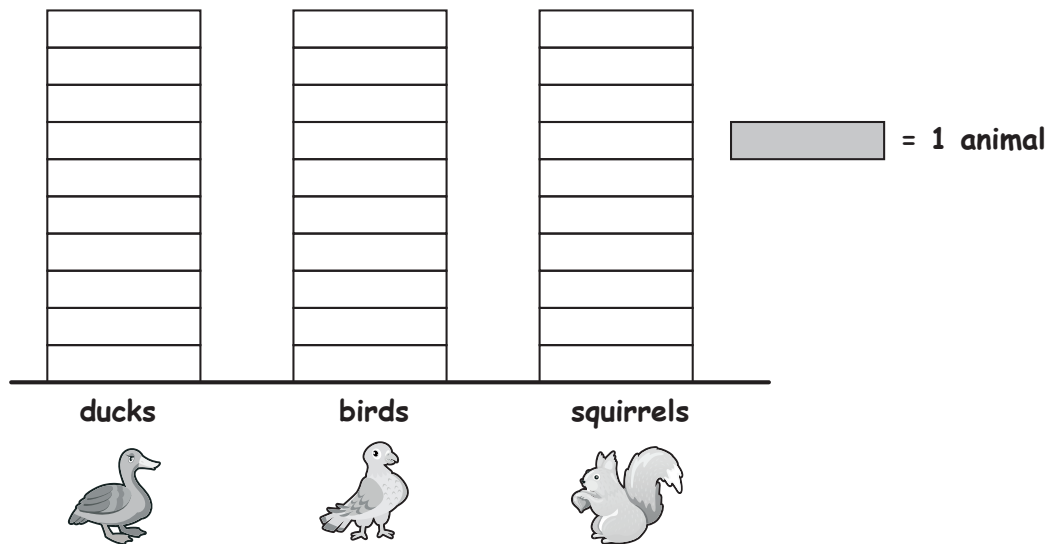

Type of Fruit	Total
Apples	
Pineapples	
Strawberries	
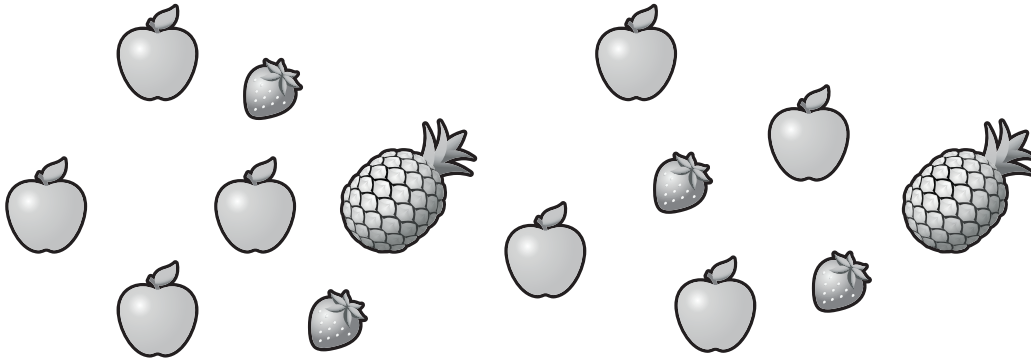
5. Make a bar graph to organize the data in the picture and to show how many ducks, birds, and squirrels are at the park.

Animals at the Park

= 1 animal

ducks	birds	squirrels
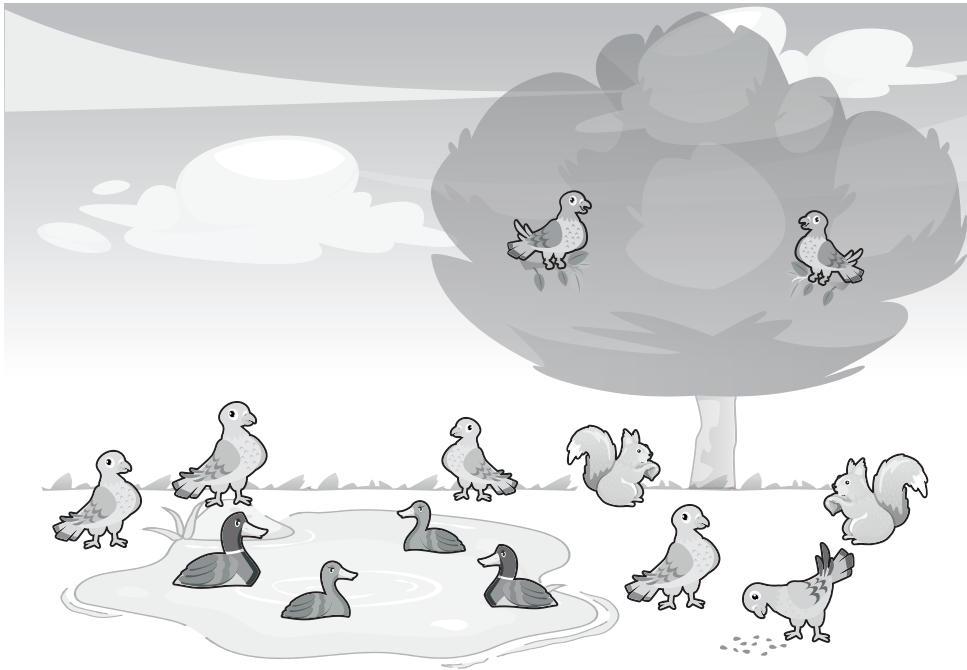
End-of-Module Assessment Task
Standards Addressed   **Topics A–C**

Number and Operations

The student is expected to:

1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] – 3;
1.5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.

Geometry and Measurement

The student is expected to:

1.7A	use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;
1.7B	illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other;
1.7C	measure the same object/distance with units of two different lengths and describe how and why the measurements differ;
1.7D	describe a length to the nearest whole unit using a number and a unit.

Data Analysis

The student is expected to:

1.8A	collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;
1.8B	use data to create picture and bar-type graphs;
1.8C	draw conclusions and generate and answer questions using information from picture and bar-type graphs.

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	**Little evidence of reasoning without a correct answer.**	**Evidence of some reasoning without a correct answer.**	**Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.**	**Evidence of solid reasoning with a correct answer.**
1(a) 1.8C **1(b) 1.8C** **1(c) 1.8C** **1(d) 1.8C** **1(e) 1.8C**	Student demonstrates little to no understanding of how to read or interpret the graph.	Student demonstrates some understanding of how many students are represented in the graph in a given category or categories (may be off by one or two) but is unable to complete either (d) or (e) accurately.	Student correctly answers (a), (b), and (c) but completes (d) or (e) incorrectly. OR Student completes (d) and (e) correctly but is unable to correctly answer (a), (b), and/or (c).	Student correctly: - Identifies, labels, and answers (a) as 7, (b) as 11, and (c) as 16. - Compares the quantities and writes the difference between the two quantities for question (d) as 1 student. (e) Generates a new question that can be answered by using the picture graph and provides the correct answer.

A Progression Toward Proficiency

|			
2(a) 1.7B **2(b) 1.7B** **2(c) 1.7D** **2(d) 1.7C**	Student demonstrates little to no understanding of proper measurement techniques or the reasoning behind them.	Student demonstrates some understanding of proper measurement techniques by either selecting or measuring the correct items but cannot explain his thinking clearly and accurately. OR Student demonstrates some understanding of his thinking behind measurement methods but cannot measure or identify measurements accurately.	Student clearly and accurately completes three out of the four following components: ▪ Identifies the bone pictures with 4 centimeters and 2 paper clips as having the proper measurement. ▪ Cites at least two key elements to measuring accurately (no gaps, no overlaps, attentive to endpoints, same-sized length units) in his own words. ▪ Identifies two correct measurements (2 paper clips and 4 centimeters; units are not required). ▪ Explains that measuring with different lengths of units (blocks or paper clips) can result in different quantities of measurement for the same length item.	Student clearly and accurately: ▪ Identifies the bone pictures with 4 centimeters and 2 paper clips as having the proper measurement. ▪ Cites at least two key elements to measuring accurately (no gaps, no overlaps, attentive to endpoints, same-sized length units) in his own words. ▪ Identifies two correct measurements (2 paper clips and 4 centimeters; units are required). ▪ Explains that measuring with different lengths of units (blocks or paper clips) can result in different quantities of measurement for the same length item.

A Progression Toward Proficiency

|				
3(a) 1.7A **3(b) 1.3B** **3(c) 1.5D** **3(d) 1.3B**	Student demonstrates little to no understanding of how to measure or use the measurements to compare.	Student demonstrates some understanding of how to measure but is unable to manipulate the measurements to order or compare.	Student accurately measures and orders the items by length but is unable to answer either of the comparison problems. OR Student is able to answer the comparison problems correctly but with slight inaccuracy in the measurements (i.e., off by 1 or 2 centimeters, which then impacts the accuracy of (c) and (d)).	Student clearly and accurately: ▪ Measures the train (8 cm), pencil (11 cm), and lollipop (9 cm). ▪ Orders the items by length (train, lollipop, pencil). ▪ Writes a number sentence that can be used to find how much shorter the lollipop is than the pencil (e.g., $9 + \_\_\_ = 11$ or $11 - 9 = \_\_\_$). ▪ Solves the comparison problem correctly by identifying the pencil as 3 centimeters longer than the train.
4 **1.8A**	Student is unable to make tally marks to organize the data.	Student demonstrates some understanding of organizing the data by correctly making tally marks for one of the three totals.	Student organizes most of the data by correctly making tally marks for two of the three totals.	Student organizes all the data by correctly making tally marks for all three totals (8 tally marks for Apples, 2 tally marks for Pineapples, and 4 tally marks for Strawberries).
5 **1.8B**	Student is unable to fill in the bar graph to organize the data.	Student demonstrates some understanding of organizing data in a bar graph by correctly filling in one of the three columns.	Student organizes most of the data in a bar graph by correctly filling in two of the three columns.	Student organizes all the data in a bar graph by filling in the correct number of boxes in all three columns (4 boxes for ducks, 7 boxes for birds, and 2 boxes for squirrels).

Name _Maria_ _____   Date _____

1. Each student in the class put a sticky note on the graph to show the vegetable he or she likes best. Use the picture graph below to answer the questions. Remember to label your answers.

Vegetables That Students Like Best

Each picture = 1 student vote
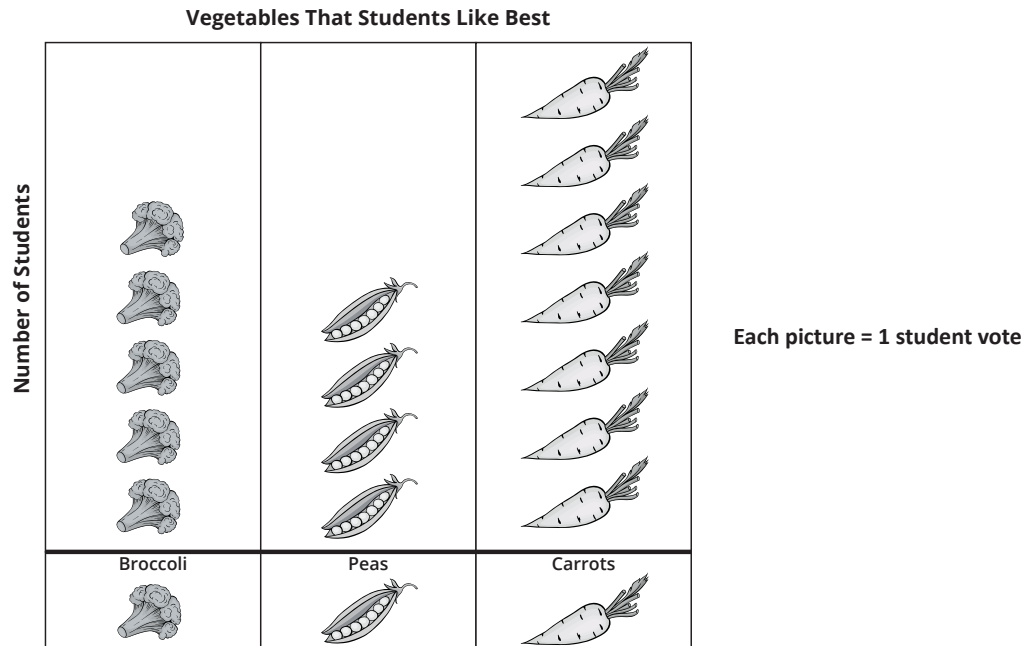
a. How many students like carrots the best? ____7 Students_____

b. How many students like carrots and peas the best? ____11 Students_____

c. How many total students answered the survey? ___16 Students_____

d. How many more students like broccoli than like peas the best? __1 Student_____

e. Write your own question by using the picture graph.
   What is the answer to your question?

 _How many students like peas best? 4 students._____

_____

2. a. Circle the pictures that show a correct measurement. ▢ is a centimeter cube.

3 centimeters

4 centimeters
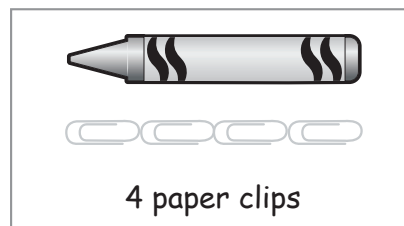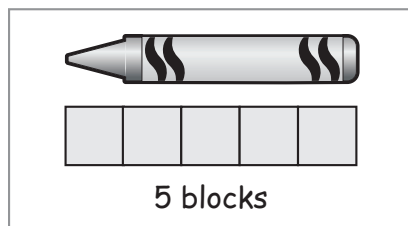
5 centimeters

2 paper clips
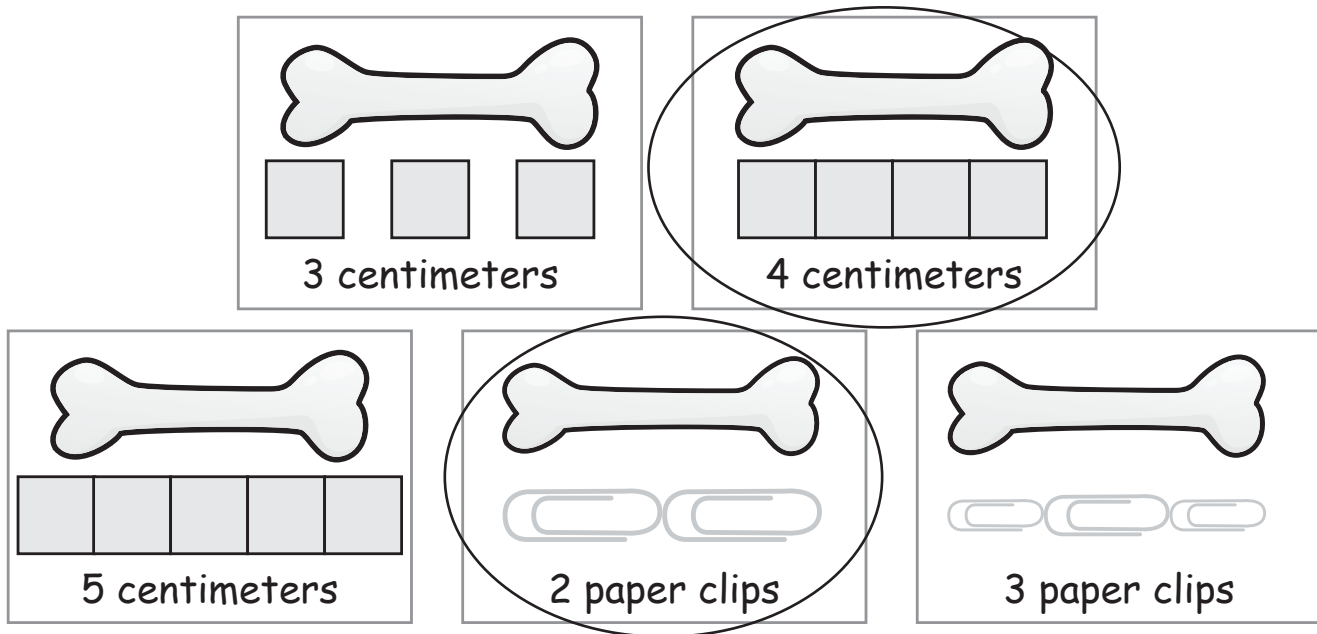
3 paper clips

b. Why did you pick these pictures? Explain your thinking with two reasons.

They both start at one end and go to the other end with the

same size pieces.

c. What was the length measurement of the bone for each correct picture?
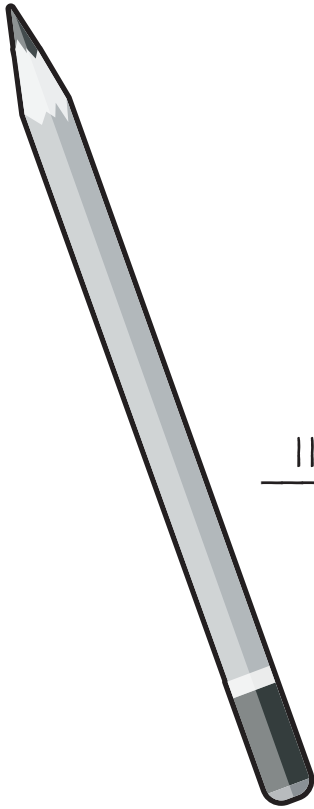
4 centimeters   2 paper clips.

d. Why are these correct measurements for the same crayon different?
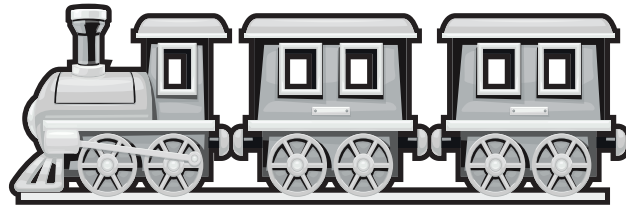

5 blocks

4 paper clips

They measured with different units. The blocks and paper clips are

different sizes.

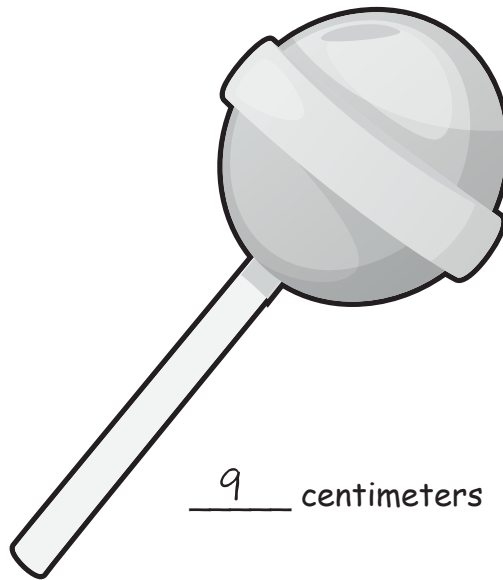3. Measure the length of the picture of each item with centimeter cubes.

a.

____8____ centimeters

____11____ centimeters

____9____ centimeters

b. Order the train, pencil, and lollipop from shortest to longest.

Train, lollipop, pencil.

c. Write a number sentence that can be used to find how much shorter the lollipop is than the pencil.

$9 + \square = 11$

d. How much longer is the pencil than the train?

The pencil is 3 centimeters longer than the train.

4. This picture shows fruit people took to a party. Count the total number of each type of fruit. Organize the data using tally marks in the chart below.
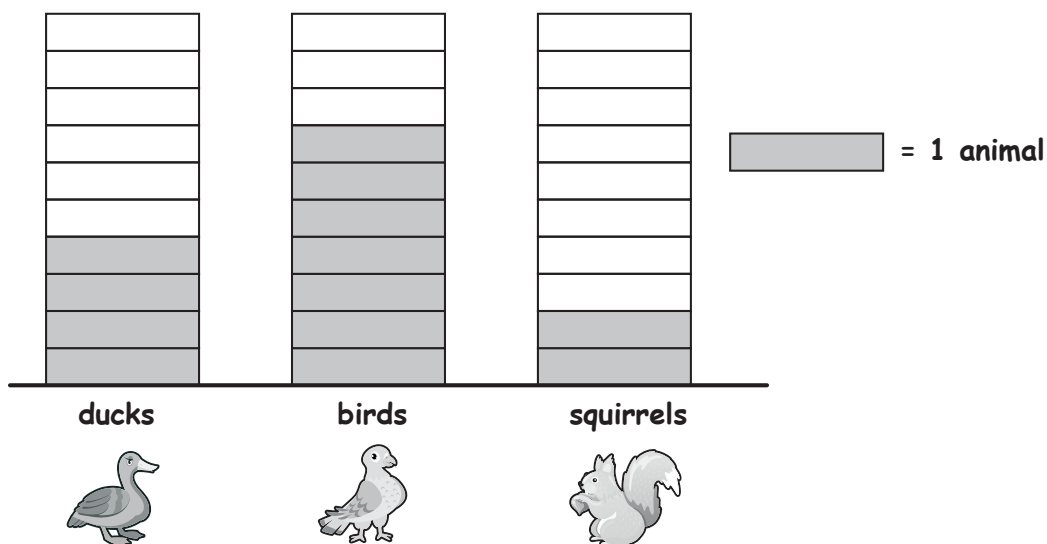
Type of Fruit	Total
Apples	⑉⑉⑉ |||
Pineapples	||
Strawberries	||||
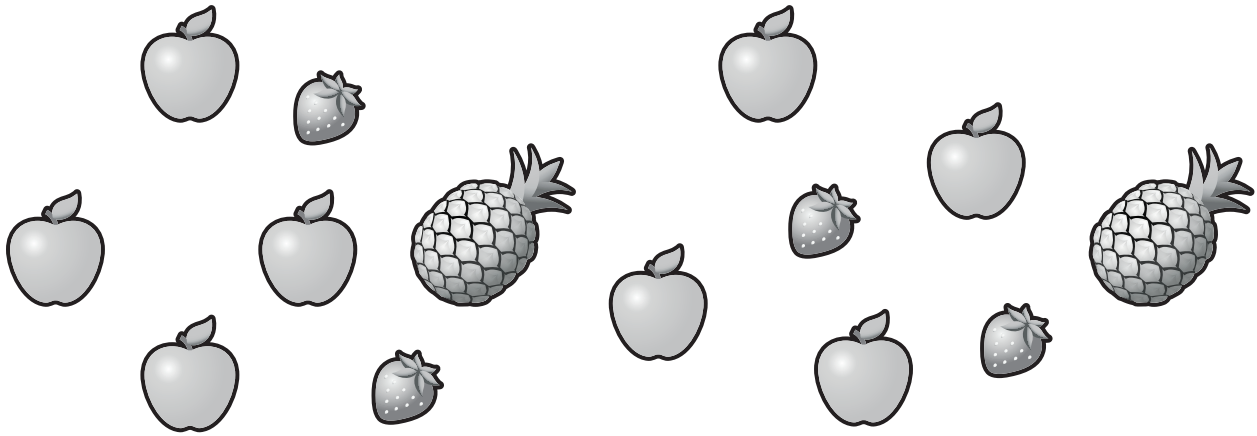
5. Make a bar graph to organize the data in the picture and to show how many ducks, birds, and squirrels are at the park.

Animals at the Park

= 1 animal

ducks   birds   squirrels
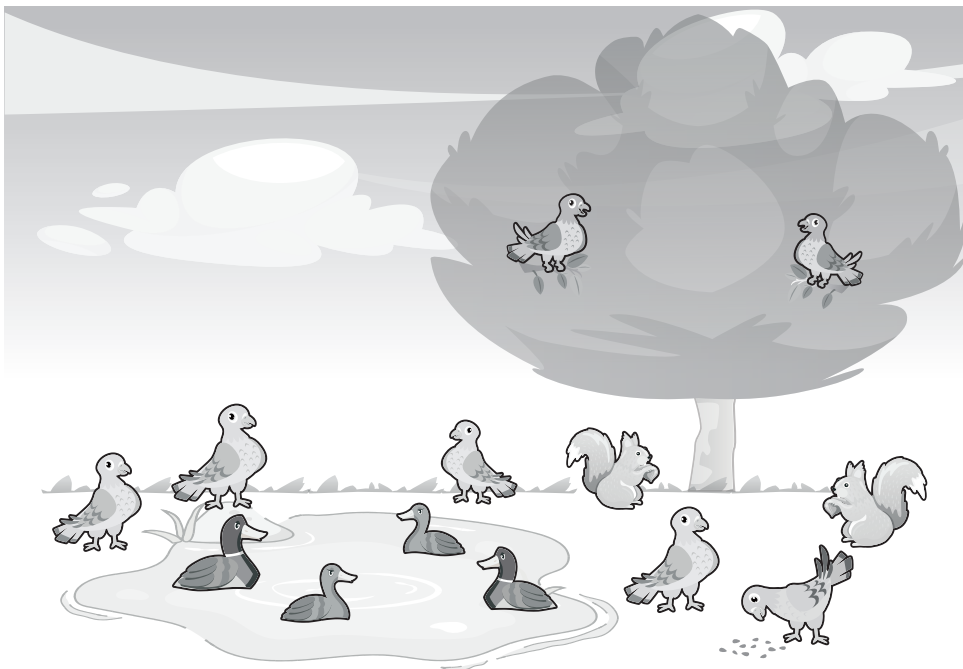
Name _____　　Date _____

1.　Write the number as tens and ones in the place value chart or use the place value chart to write the number.

tens	ones

a.　31

tens	ones

b.　19

tens	ones
2	6

c.　_____

tens	ones
1	5

d.　_____

2.　a.　Place the numbers from the rectangle in order on the open number line below.

3　　22　　19　　29　　35

⟵―――――――――――――――――――――――――⟶

b.　Shade in the tens or the ones on the place value charts below to show which digit you looked at to help you put the pair of numbers in order from least to greatest.

tens	ones
2	2

tens	ones
2	9

tens	ones
2	9

tens	ones
3	5

3.　Complete each sentence.

a.　39 is _____ tens and _____ ones.

b.　40 = _____ tens _____ ones.

c.　2 tens and 3 ones is the same as _____ ones.

4. Match the equal amounts.

    a. 21   40 ones

    b. 4 tens   3 tens 6 ones

    c. 36 ones   1 ten 2 ones

    d. 12 ones   2 tens 1 one

5. a. Circle the number in each pair that is *greater*.

32 40		33 28

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

36 20		21 12

6. Use <, =, or > to compare each pair of numbers.

    a. 3 tens 5 ones $\bigcirc$ 2 tens 8 ones

    b. 30 $\bigcirc$ 3

    c. 23 $\bigcirc$ 32

    d. 19 $\bigcirc$ 21

7. Find the mystery numbers. Use the arrow way to explain how you know.

    a. 10 more than 19 is _____ .   b. 10 less than 19 is _____ .

tens	ones

→

tens	ones

tens	ones

→

tens	ones

    c. 10 more than 23 is ____ .   d. 10 less than 23 is ____ .

tens	ones

→

tens	ones

tens	ones

→

tens	ones

8. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work.

a. 30 + 6 = _____	b. 3 tens – _____ = 1 ten
c. 11 + 10 = _____	d. 40 – 30 = _____
e. 20 + _____ = 30	

9. Think about the number 62.

a. Draw a picture to represent the number 62.

b. Write 62 using expanded form.

10. Four friends counted the number of building blocks they had.

Name	Number of Building Blocks
Anh	31
Luis	13
Erin	12
Terrence	37

Use your understanding of place value and determine which of the following lists shows the numbers of building blocks in order from least to greatest.

A 31, 13, 12, 37

B 31, 12, 13, 37

C 12, 13, 31, 37

D 37, 31, 13, 12

Mid-Module Assessment Task	**Topics A–B**
Standards Addressed	

Number and Operations[1]

The student is expected to:

1.2B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
1.2C	use objects, pictures, and expanded and standard forms to represent numbers up to 120;
1.2E	use place value to compare whole numbers up to 120 using comparative language;
1.2F	order whole numbers up to 120 using place value and open number lines;
1.2G	represent the comparison of two numbers to 100 using the symbols >, <, or =;
1.3A	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.

Algebraic Reasoning

The student is expected to:

1.5C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120.

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

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[1]Focus on numbers to 40.

A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
1(a) 1.2B 1(b) 1.2B 1(c) 1.2B 1(d) 1.2B	The student does not demonstrate understanding of tens and ones and is unable to complete more than one answer correctly.	The student demonstrates inconsistent understanding of tens and ones, completing only two answers correctly.	The student demonstrates some understanding of most aspects of tens and ones, completing at least three answers correctly.	The student completes all correctly: a. 3–1 (or 2–11; 0–31) b. 1–9 (or 0–19) c. 26 d. 15

2(a) 1.2F
2(b) 1.2E
	The student demonstrates little or no understanding of number sequence and orders one number.
	
	OR
	
	The student shaded at least one of the two pairs for Part (b) correctly.
		The student demonstrates limited understanding of the sequence of numbers, ordering at least two numbers correctly.
		
		OR
		
		For Part (b), the student shaded at least one of the two pairs correctly.
			The student demonstrates some understanding of the sequence of numbers, correctly ordering three or four numbers.
			
			OR
			
			For Part (b), the student shaded at least one of the two pairs correctly.
				The student correctly orders the numerals:
				▪ 3, 19, 22, 29, 35
				▪ Accurately shaded
				  – 2 and 9 (ones)
				  – 2 and 3 (tens)

A Progression Toward Proficiency

3(a) 1.2B **3(b) 1.2B** **3(c) 1.2B**	The student does not demonstrate understanding of tens and ones within a given number and is unable to complete any section correctly.	The student demonstrates inconsistent understanding of tens and ones within a given number, answering one section correctly.	The student demonstrates understanding of most aspects of tens and ones within a given number, answering at least two sections correctly.	The student identifies any correct interpretation of each quantity. For example, Part (a) is accurate with answers such as 0 tens 39 ones, 2 tens 19 ones, etc. Typical answers may be as follows: a. 3 tens 9 ones b. 4 tens 0 ones c. 23 ones
4(a) 1.2B **4(b) 1.2B** **4(c) 1.2B** **4(d) 1.2B**	The student does not demonstrate understanding of the equivalent representations of tens and ones and is unable to match any equal amounts.	The student demonstrates limited understanding of the equivalent representations of tens and ones, matching one equal amount.	The student demonstrates some understanding of the equivalent representations of tens and ones, matching two equal amounts.	The student matches all four equal amounts as follows: a. 21 = **2 tens 1 one** b. 4 tens = **40 ones** c. 36 ones = **3 tens 6 ones** d. 12 ones = **1 ten 2 ones**
5(a) 1.2E **5(b) 1.2E**	The student demonstrates limited ability to compare numbers, correctly comparing one or none of the four sets of numbers.	The student demonstrates some ability to compare numbers (e.g., identifying greater but not less), correctly comparing two of the four sets of numbers.	The student demonstrates the ability to compare most numbers, correctly comparing three of the four sets of numbers.	The student correctly identifies the following: a. The greater numbers as 40 33 b. The lesser numbers as 20 12
6(a) 1.2G **6(b) 1.2G** **6(c) 1.2G** **6(d) 1.2G**	The student is unable to use symbols to compare numbers and does not correctly answer any of the four comparisons.	The student demonstrates limited ability to use symbols to compare numbers, correctly answering one of the four comparisons.	The student demonstrates some ability to use symbols to compare numbers, correctly answering two or three of the four comparisons.	The student correctly answers: a. > b. > c. < d. <

A Progression Toward Proficiency				
7(a) 1.5C **7(b) 1.5C** **7(c) 1.5C** **7(d) 1.5C**	The student demonstrates little or no understanding of mentally adding or subtracting 10. Answers are incorrect, and there is no evidence of reasoning.	The student demonstrates limited understanding of mentally adding or subtracting 10, identifying at least two correct mystery numbers, but does not complete any charts accurately.	The student demonstrates ability to mentally add or subtract 10, correctly identifying four mystery numbers, but reasoning is unclear because no charts have been completed accurately. OR The student accurately completes the charts but makes an error in mental calculation on one or two of (a), (b), (c), or (d).	The student identifies 29, 9, 33, and 13 and accurately completes the charts to depict the arrow way.
8(a) 1.3A **8(b) 1.5C** **8(c) 1.5C** **8(d) 1.5C** **8(e) 1.5C**	The student demonstrates little or no ability to use models and place value to solve the problems, answering one question or no questions correctly.	The student demonstrates some ability to use models and place value to solve the problems, answering at least two of five correctly, and demonstrates misunderstandings in place value.	The student demonstrates the ability to use models and place value to solve the problems, answering at least three of five correctly, or uses a sound process throughout with, at most, two calculation errors.	The student correctly: ▪ Solves a. 36 b. 2 tens c. 21 d. 10 e. 10 ▪ Represents process to accurately solve through drawings, number bonds, or the arrow way. The notation demonstrates use of a sound strategy for adding or subtracting.

A Progression Toward Proficiency				
9(a) 1.2C **9(b) 1.2C**	The student does not demonstrate understanding of using pictures or expanded form to represent numbers.	The student demonstrates limited understanding of using pictures and expanded form to represent numbers but makes errors in both representations.	The student demonstrates some understanding of using pictures and expanded form to represent numbers, correctly drawing a picture or writing 62 in expanded form, but not both.	The student correctly: ▪ Draws a representation of 62. Accept various representations, such as 6 sticks to represent 6 tens and 2 circles or dots to represent 2 ones. ▪ Writes 62 in expanded form as $60 + 2$ or $60 + 2 = 62$.
10 **1.2F**	Option A is incorrect. The student may or may not understand how to order whole numbers up to 40 and likely copied the original list of numbers.			
	Option B is incorrect. The student may or may not understand how to order whole numbers up to 40 and likely only compared the values of the digits in the ones place.			
	Option C is correct.			
	Option D is incorrect. The student may understand how to order whole numbers up to 40 but confused least to greatest with greatest to least.			

Name __Maria__   Date _____

1. Write the number as tens and ones in the place value chart or use the place value chart to write the number.

a. 31

tens	ones
3	1

b. 19

tens	ones
1	9

c. __26__

tens	ones
2	6

d. __15__

tens	ones
1	5

2. a. Place the numbers from the rectangle in order on the open number line below.

3   22   19   29   35

3   19 22   29 35

b. Shade in the tens or the ones on the place value charts below to show which digit you looked at to help you put the pair of numbers in order from least to greatest.

tens	ones
2	2

tens	ones
2	9

tens	ones
2	9

tens	ones
3	5

3. Complete each sentence.

a. 39 is __3__ tens and __9__ ones.

b. 40 = __4__ tens __0__ ones.

c. 2 tens and 3 ones is the same as __23__ ones.

4. Match the equal amounts.

   a. 21 ————————————— 40 ones

   b. 4 tens ———————— 3 tens 6 ones

   c. 36 ones ———————— 1 ten 2 ones

   d. 12 ones ———————— 2 tens 1 one

5. a. Circle the number in each pair that is *greater*.

   | 32   (40) | | (33)   28 |

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

   | 36   (20) | | 21   (12) |

6. Use <, =, or > to compare each pair of numbers.

   a. 3 tens 5 ones (>) 2 tens 8 ones

   b. 30 (>) 3

   c. 23 (<) 32

   d. 19 (<) 21

7. Find the mystery numbers. Use the arrow way to explain how you know.

   a. 10 more than 19 is __29__ .   b. 10 less than 19 is __9__ .

tens	ones	+10	tens	ones
1	9	→	2	9

tens	ones	−10	tens	ones
1	9	→	0	9

   c. 10 more than 23 is __33__ .   d. 10 less than 23 is __13__ .
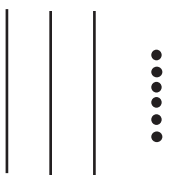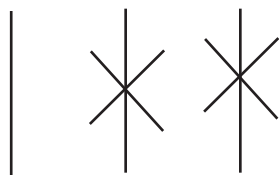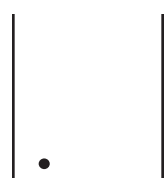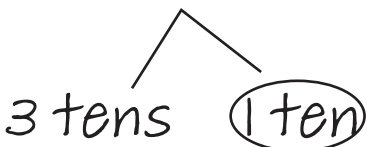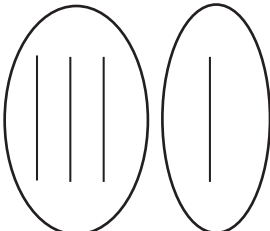
tens	ones	+10	tens	ones
2	3	→	3	3

tens	ones	−10	tens	ones
2	3	→	1	3

8. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work.

a. $30 + 6 =$ __36__	b. 3 tens – __2 tens__ $= 1$ ten
c. $11 + 10 =$ __21__	d. $40 - 30 =$ __10__ 4 tens 3 tens (1 ten)

e. $20 +$ __10__ $= 30$

$$20 \xrightarrow{+10} 30$$

9. Think about the number 62.

   a. Draw a picture to represent the number 62.
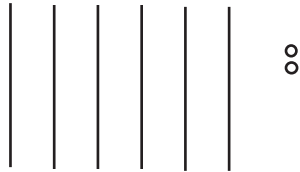
   b. Write 62 using expanded form.

   $60 + 2 = 62$

10. Four friends counted the number of building blocks they had.

Name	Number of Building Blocks
Anh	31
Luis	13
Erin	12
Terrence	37

   Use your understanding of place value and determine which of the following lists shows the numbers of building blocks in order from least to greatest.

   A 31, 13, 12, 37

   B 31, 12, 13, 37

   C 12, 13, 31, 37

   D 37, 31, 13, 12

Name _____   Date _____

1. Use the RDW process to solve the following problem.

   Olivia is having a party for 17 of her friends. She already invited some friends. She has 12 more invitations to send.

   a. Represent the number of friends Olivia has already invited with a drawing and a number sentence.

   b. How many friends has Olivia already invited?

   Olivia already invited _____ friends.

2. Use the RDW process to solve the following problem.

   Maria bought 11 red balloons and 8 white balloons.

   a. Represent the number of balloons Maria bought with a drawing and a number sentence.

   b. How many balloons did Maria buy?

   Maria bought _____ balloons.

3. Write a story problem about the number sentence. Use the word bank if it helps you. Then, solve your problem.

$$2 + 3 = \boxed{}$$

flower	hide	how
car	left	left
ball	grow	many
bird	play	more
friend	fly	less

4. Fill in the missing numbers in the sequence:

_____, 17, _____, 19, _____

5. a. Mark says that 34 is the same as 2 tens and 14 ones. Suki says that 34 is the same as 34 ones. Are they correct? Explain your thinking.

   b. Find the mystery numbers. Use the place value charts to show how you know.

10 more than 29 is _____.   10 less than 29 is _____.

tens	ones	→	tens	ones

tens	ones	→	tens	ones

Module 4:   Place Value, Comparison, Addition and Subtraction to 40

6. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work. You may use your kit of ten-sticks if needed.

a. 18 + 10 = _____	b. 40 – 30 = _____	c. 30 + 4 = _____

7. Jake, the game warden, compares the number of deer across the counties. Bexar County has 32 deer. Fannin County has 23 deer. Brooks County has 35 deer. Polk County has 19 deer. List the number of deer in order from *greatest* to *least*.

       23
32   35
       19

_____   _____   _____   _____

Carson County has 29 deer. Where would the number 29 go in this order? Use words or rewrite the numbers to explain.

8. Xavier brings five different types of kolaches to work. The table below shows the number of each type of kolache he brings.

Kolache Type	Number of Kolaches
Egg	38
Potato	20
Cheese	30
Sausage	7
Bacon	26

Place the number of kolaches in order on the open number line below.

$$\longleftrightarrow$$

9. Complete the place value chart and fill in the blanks to represent the amount of money.

dimes	pennies
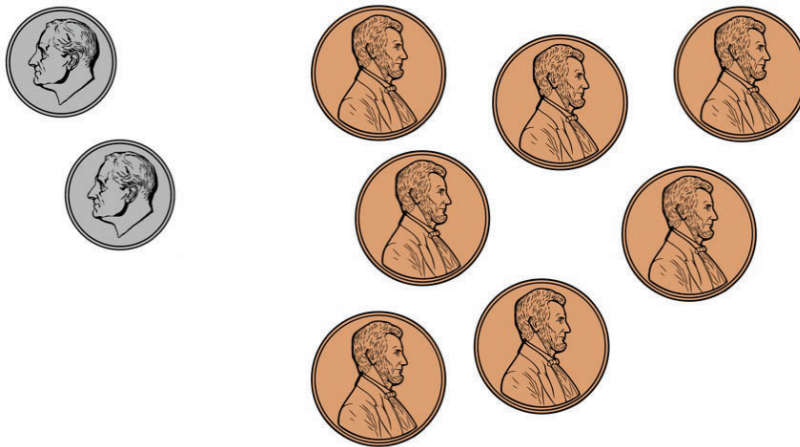
_____ tens _____ ones = _____

End-of-Module Assessment Task   Topics A–F
Standards Addressed

Number and Operations[1]

The student is expected to:

1.2B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
1.2C	use objects, pictures, and expanded and standard forms to represent numbers up to 120;
1.2F	order whole numbers up to 120 using place value and open number lines;
1.3A	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;
1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] − 3;
1.3F	generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.

Algebraic Reasoning

The student is expected to:

1.5A	recite numbers forward and backward from any given number between 1 and 120;
1.5C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120;
1.5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.

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[1]Focus on numbers to 40.

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
1(a) 1.5D **1(b) 1.3B**	The student's answer is incorrect, and there is no evidence of reasoning.	The student's answer is incorrect, but there is evidence of reasoning. For example, the student writes a number sentence.	The student's answer is correct, but the responses are incomplete (e.g., may be missing labels for the drawing, a number sentence, or an explanation). The student's work is essentially strong.	The student correctly does the following: ▪ Solves by finding that Olivia already invited 5 friends. ▪ Labels the drawing and includes the number sentence and statement.
2(a) 1.5D **2(b) 1.3B**	The student's answer is incorrect, and there is no evidence of reasoning.	The student's answer is incorrect, but there is evidence of reasoning. For example, the student writes a number sentence.	The student's answer is correct, but the responses are incomplete (e.g., may be missing labels for the drawing, a number sentence, or an explanation). The student's work is essentially strong.	The student correctly does the following: ▪ Solves by finding that Maria bought 19 balloons. ▪ Labels the drawing and includes the number sentence and statement.

A Progression Toward Proficiency				
3 **1.3F**	The student is unable to use the number sentence to write a story problem and is unable to solve for the sum.	The student is able to generate a story that includes 2, 3, or 5 but does not differentiate between parts and wholes or is unable to solve for the sum.	The student is able to generate a story that includes both 2 and 3 as parts, but the story does not include joining. The student is able to solve for the sum.	The student is able to generate a complete addition story and solve for the sum.
4 **1.5A**	The student is unable to complete any numbers.	The student completes one number in the sequence.	The student completes two numbers in the sequence.	The student identifies all numbers in the sequence ▪ **16**, 17, **18**, 19, **20**
5(a) 1.2B **5(b) 1.5C**	The student does not demonstrate understanding of comparing numbers based on tens and ones. Fewer than one section is correctly answered.	The student demonstrates inconsistent understanding of tens and ones, answering at least one of the parts correctly, but showing errors in understanding in the other part.	The student's answers are correct, but the responses are incomplete (e.g., missing or incomplete drawings to explain Mark's and/or Suki's work, missing some parts of the charts).	The student correctly does the following: a. Uses drawings or words to explain that they are both correct. 1 ten and 24 ones is the same as 34 ones. b. Identifies the mystery numbers as 39 and 19, respectively, and accurately completes the charts to depict the arrow way.

A Progression Toward Proficiency				

6(a) 1.3A
6(b) 1.5C
6(c) 1.3A
	The student is unable to answer any of the questions correctly.	The student answers at least one of three questions correctly and demonstrates misunderstandings of place value.	The student answers two of three questions correctly.
			
			OR
			
			The student uses a sound process throughout with calculation errors.
				The student correctly does the following:
				
				▪ Solves
				  a. 28
				  b. 10
				  c. 34
				
				▪ Represents the process to accurately solve through drawings, number bonds, or the arrow way. The notation demonstrates use of a sound strategy for adding or subtracting.

7 1.2F	The student demonstrates little or no understanding of number sequence.	The student demonstrates limited understanding of the sequence of numbers, ordering at least two numbers correctly.	The student demonstrates some understanding of the sequence of numbers, correctly ordering three or four numbers (e.g., the student correctly orders the first four numbers but incorrectly places 29 in the sequence).	The student correctly: ▪ Orders the numbers: 35, 32, 23, 19. ▪ Shows or explains that 29 goes after 32 and before 23 in the sequence.

A Progression Toward Proficiency				
8 **1.2F**	The student demonstrates little or no understanding of number sequence.	The student demonstrates limited understanding of the sequence of numbers, ordering at least two numbers correctly.	The student demonstrates some understanding of ordering numbers, correctly ordering three or four numbers. OR The student places the numbers on the number line from greatest to least.	The student correctly places the numbers on the open number line: 7, 20, 26, 30, 38.
9 **1.2C**	The student demonstrates little or no understanding of representing numbers to 120.	The student demonstrates limited understanding of representing numbers, correctly identifying either the number of dimes or the number of pennies but not both.	The student demonstrates some understanding of representing numbers, correctly completing either the place value chart or the blanks but not both.	The student correctly: ▪ Completes the place value chart as **2** dimes and **7** pennies. ▪ Completes the blanks as **2** tens **7** ones = **27**.

Name __Maria__   Date _____

1. Use the RDW process to solve the following problem.

   Olivia is having a party for 17 of her friends. She already invited some friends. She has 12 more invitations to send.

   a. Represent the number of friends Olivia has already invited with a drawing and a number sentence.

   b. How many friends has Olivia already invited?
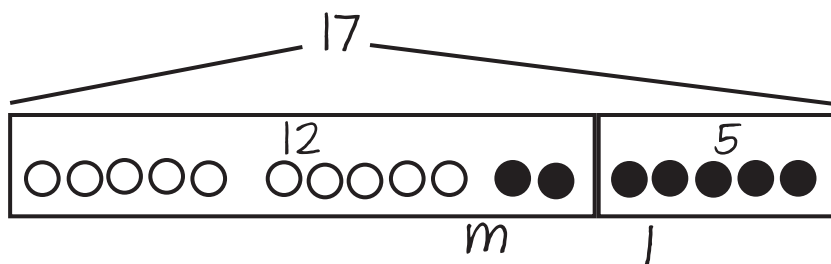
$$17 = \boxed{5} + 12$$

Olivia already invited __5__ friends.

2. Use the RDW process to solve the following problem.

   Maria bought 11 red balloons and 8 white balloons.

   a. Represent the number of balloons Maria bought with a drawing and a number sentence.

   b. How many balloons did Maria buy?
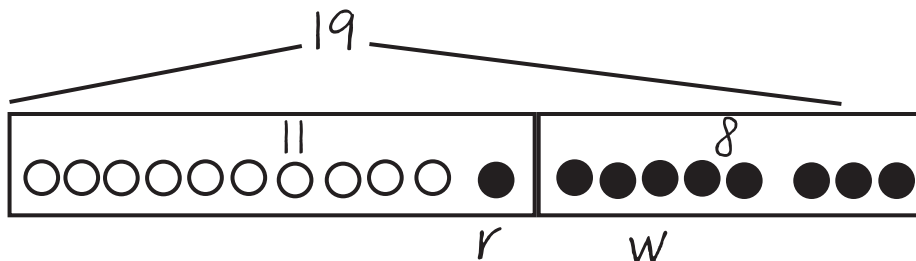
$$11 + 8 = \boxed{19}$$

Maria bought __19__ balloons.

3. Write a story problem about the number sentence. Use the word bank if it helps you. Then, solve your problem.

$2 + 3 = \boxed{}$

flower	hide	how
car	left	left
ball	grow	many
bird	play	more
friend	fly	less

There are 2 birds in the tree and 3 birds on the ground. How many birds in all?

2 | 3
5
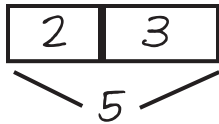
$2 + 3 = 5$

4. Fill in the missing numbers in the sequence:

_16_, 17, _18_, 19, _20_

5. a. Mark says that 34 is the same as 2 tens and 14 ones. Suki says that 34 is the same as 34 ones. Are they correct? Explain your thinking.

They are both right.

Mark - 34 = 2 tens + 14 ones
34 = 20 + 14
14 $\xrightarrow{+20}$ 34
34 = 34

Suki
34 = 34 ones
Hers are all ones.

b. Find the mystery numbers. Use the place value charts to show how you know.

10 more than 29 is __39__.

tens	ones
2	9

$+10 \rightarrow$

tens	ones
3	9

10 less than 29 is __19__.

tens	ones
2	9

$-10 \rightarrow$

tens	ones
1	9

6. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work. You may use your kit of ten-sticks if needed.

a. $18 + 10 =$ _28_ /\ 10 8	b. $40 - 30 =$ _10_ $40 - 30 = 10$ like $4 - 3 = 1$	c. $30 + 4 =$ _34_ ‖‖ ⋮

7. Jake, the game warden, compares the number of deer across the counties. Bexar County has 32 deer. Fannin County has 23 deer. Brooks County has 35 deer. Polk County has 19 deer. List the number of deer in order from *greatest* to *least*.

             23

     32   35

             19

            _35_   _32_   _23_   _19_

Carson County has 29 deer. Where would the number 29 go in this order? Use words or rewrite the numbers to explain.

                          ↙

35   32   (29)   23   19

8. Xavier brings five different types of kolaches to work. The table below shows the number of each type of kolache he brings.

Kolache Type	Number of Kolaches
Egg	38
Potato	20
Cheese	30
Sausage	7
Bacon	26

Place the number of kolaches in order on the open number line below.
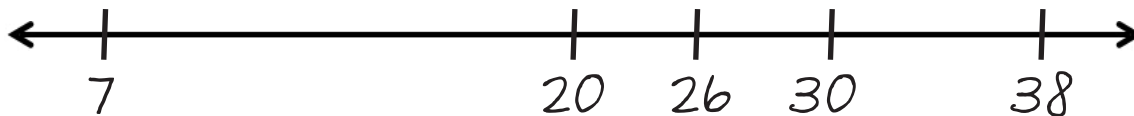
9. Complete the place value chart and the blanks to represent the amount of money.

dimes	pennies
2	7
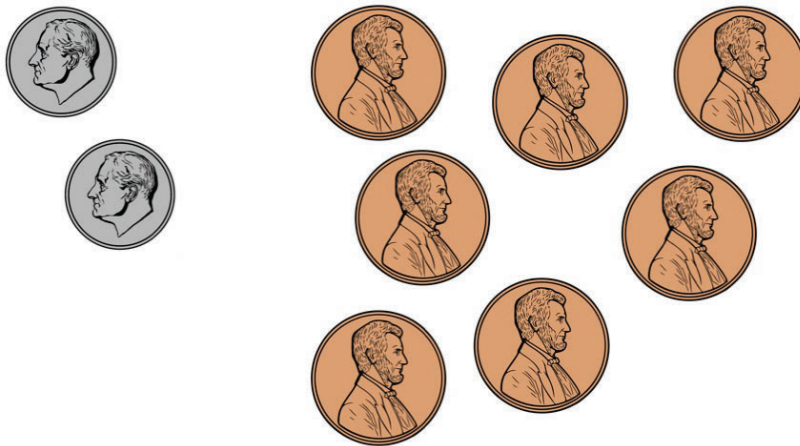
_____2_____ tens _____7_____ ones = _____27_____

Name _____   Date _____

1. Color the shapes using the key. Write how many of each shape there are on the line.
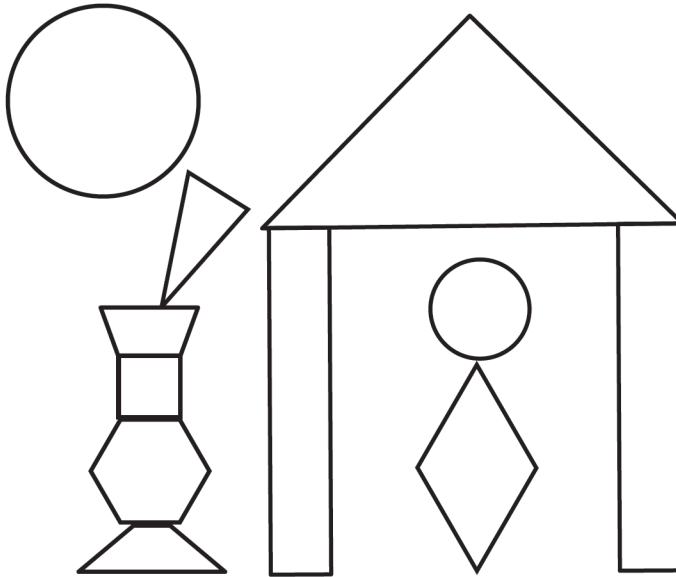
   a. YELLOW Circles: _____

   b. RED   Rectangles: _____

   c. BLUE   Triangles: _____

   d. BLACK   Hexagons: _____

   e. ORANGE Rhombuses: _____

2. Is the shape a triangle?

   If it is, write YES on the line. If it is not, explain why it is not a triangle on the line.

   a. _____
      _____

   b. _____
      _____

   c. _____
      _____

   d. _____
      _____

3. a.   Circle the attributes that are used to describe *all* cylinders.

Cylinders can roll.	Cylinders are hollow.
Cylinders are made of paper.	Cylinders have 2 faces made of circles or ovals.

b.   Circle the attributes that are used to describe *all* rectangular prisms.

Rectangular prisms can roll.	The faces of a rectangular prism are rectangles.
Rectangular prisms have 6 faces.	Rectangular prisms are always blue.

c.   Circle the attributes that are used to describe *all* triangular prisms.

Triangular prisms are big.	Triangular prisms have 3 faces that are rectangles.
Triangular prisms have 2 faces that are triangles.	Triangular prisms are shiny.

4. Use your triangle pattern blocks to cover the shapes below. Draw lines to show how you made each shape with your triangles.

a.

b.

c.

5. Match the time to the correct clock.

a. ten o'clock

b. ten thirty

c. one o'clock

d. three thirty

| 1:00 |
| 10:00 |
| 10:30 |
| 3:30 |

6. Write the time on the line.

a. _____   b. _____   c. _____

d. Circle the clock that shows half past 5 o'clock.
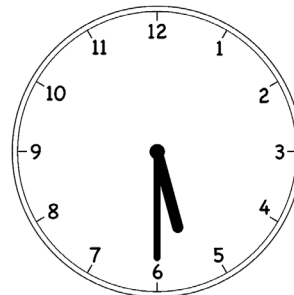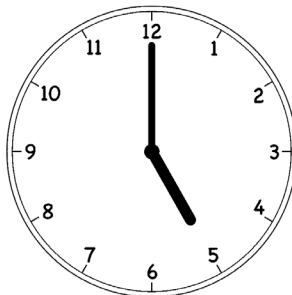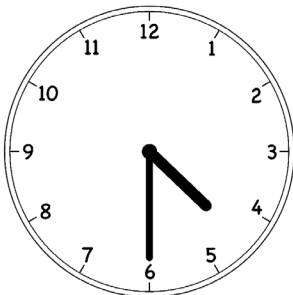
7. Draw the minute hand so that the clock shows the time written above it.

a. 4:30

b. 5:00

8. a. Draw one line to make this rectangle into two squares that are the same size.

b. Circle the words that make the sentence true.

One square makes up **(one half / one quarter)** of the rectangle above.

c. Color one fourth of the circle. The dot is in the center.

9. Draw a rectangle.
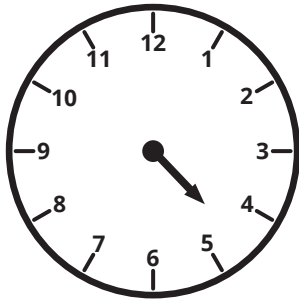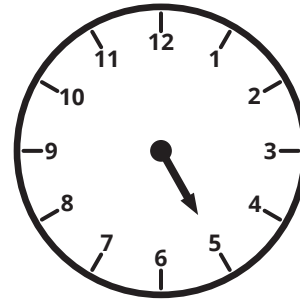
10. Match each three-dimensional shape to its name.

   a.
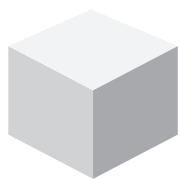
     ● | Triangular prism |

   b.

     ● | Sphere |

   c.

     ● | Cube |

   d.

     ● | Cone |

11. a. Are the shapes divided into halves? Write *yes* or *no*.

_____   _____   _____
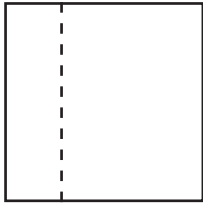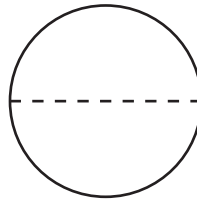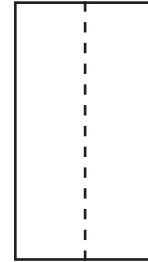
b. Are the shapes divided into fourths? Write *yes* or *no*.

_____   _____   _____
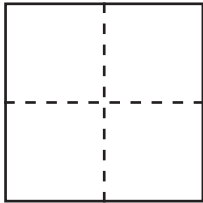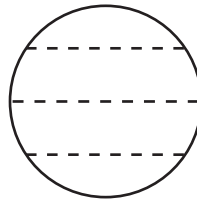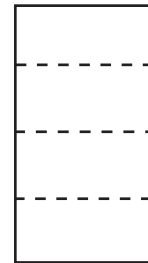
End-of-Module Assessment Task	**Topics A–D**
Standards Addressed	

Geometry and Measurement

The student is expected to:

1.6A   classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language;

1.6B   distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape;

1.6C   create two-dimensional figures, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons;

1.6D   identify two-dimensional shapes, including circles, triangles, rectangles, and squares, as special rectangles, rhombuses, and hexagons and describe their attributes using formal geometric language;

1.6E   identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language;

1.6F   compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible;

1.6G   partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words;

1.6H   identify examples and non-examples of halves and fourths;

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

A Progression Toward Proficiency

Assessment Task Item and Standards Assessed	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
1(a) 1.6D **1(b) 1.6D** **1(c) 1.6D** **1(d) 1.6D** **1(e) 1.6D**	The student identifies the correct number for fewer than three of the five shapes.	The student identifies the correct number for three of the five shapes.	The student identifies the correct number for four of the five shapes.	The student correctly colors and provides the following counts: ▪ Circles: 2 ▪ Rectangles: 3 ▪ Triangles: 2 ▪ Hexagons: 1 ▪ Rhombuses: 1* (*Some students may include square as well.)
2(a) 1.6A **2(b) 1.6B** **2(c) 1.6B** **2(d) 1.6A**	The student does not identify (a) and (d) as triangles.	The student correctly identifies (a) and (d) as triangles but does not clearly explain why both of the other two shapes are not triangles.	The student correctly identifies (a) and (d) as triangles but only explains why one of the other two shapes is not a triangle.	The student correctly writes: a. Yes. b. It has more than three sides. c. It is not closed. Or, it has less than three sides. d. Yes.

A Progression Toward Proficiency

3(a) 1.6B 3(b) 1.6B 3(c) 1.6B	The student circles four or more incorrect sentences, or the student circles fewer than three correct answers.	The student correctly circles as least three of the six correct answers and may circle one or two incorrect sentences.	The student correctly circles as least five of the six correct answers and only circles one incorrect sentence.	The student correctly circles the following choices: a. Cylinders can roll. Cylinders have two faces made of circles or ovals. b. Rectangular prisms have 6 faces. The faces of a rectangular prism are rectangles. c. Triangular prisms have 2 faces that are triangles. Triangular prisms have 3 faces that are rectangles.
4(a) 1.6F 4(b) 1.6F 4(c) 1.6F	The student does not draw partitions that demonstrate an understanding of how to compose any of the given shapes using triangles.	The student correctly draws partitions to show how triangles are used to compose one of the given shapes.	The student correctly draws partitions to show how triangles are used to compose two of the given shapes.	The student draws partitions to show the following numbers of triangles used to correctly compose all three of the given shapes: a. 2 triangles b. 4 triangles c. 3 triangles
5(a) 1.7E 5(b) 1.7E 5(c) 1.7E 5(d) 1.7E	The student is unable to demonstrate understanding of telling time from a digital clock and is unable to match any of the times.	The student demonstrates limited understanding of telling time from a digital clock, matching one time correctly.	The student demonstrates understanding of telling either the hour or the minutes from a digital clock, matching two or three times correctly.	The student correctly matches: a. 10:00 b. 10:30 c. 1:00 d. 3:30

| A Progression Toward Proficiency				
6(a) 1.7E **6(b) 1.7E** **6(c) 1.7E** **6(d) 1.7E**	The student is unable to demonstrate understanding of telling time from an analog clock, answering none or one part correctly.	The student demonstrates understanding of telling time to the hour from an analog clock, answering two parts correctly.	The student demonstrates understanding of telling time to the hour from an analog clock and some ability to tell time to the half hour, answering three parts correctly OR correctly stating the numerals for all times but missing *o'clock* in (a) and (b).	The student correctly answers: a. One o'clock b. Six o'clock c. One thirty d. Choice 3 (Spelling is not being assessed. Students may write the time using digital notation, as shown in the sample, or as written above.)
7(a) 1.7E **7(b) 1.7E**	The student answers none of the parts correctly.	The student is able to draw the minute hands directly up and down, but mixes up straight up as 30 minutes past the hours and straight down as the hour.	The student answers one part correctly.	The student correctly: a. Draws a minute hand pointing to 6. b. Draws a minute hand pointing to 12.
8(a) 1.6G **8(b) 1.6G** **8(c) 1.6G**	The student answers none of the parts correctly.	The student correctly answers one part.	The student correctly answers two parts.	The student correctly: a. Draws a line to create two squares. b. Circles *one half*. c. Colors one fourth of the circle.
9 **1.6C**	The student demonstrates little understanding of creating shapes and does not draw a closed shape.	The student draws a closed shape, but that shape does not have straight sides.	The student draws a closed shape with straight sides and vertices, but there are not 4 sides and 4 vertices. OR The student draws a closed shape with 4 straight sides but not 4 square corners.	The student draws a closed shape with 4 straight sides and 4 square corners.

A Progression Toward Proficiency				
10(a) 1.6E **10(b) 1.6E** **10(c) 1.6E** **10(d) 1.6E**	The student is unable to match any of the three-dimensional solids to their names.	The student correctly matches one of the three-dimensional solids to its name.	The student correctly matches two or three of the three-dimensional solids to their names.	The student correctly matches all four of the solids to their names: a. Cube b. Sphere c. Cone d. Triangular prism
11(a) 1.6H **11(b) 1.6H**	The student demonstrates little to no understanding of halves and fourths, identifying one or none of the examples and non-examples correctly.	The student correctly identifies two or three of the examples and non-examples of halves and fourths.	The student correctly identifies four or five of the examples and non-examples of halves and fourths.	The student correctly identifies all six examples and non-examples of halves and fourths by writing the following: a. no, yes, yes b. yes, no, yes

Name _Maria_

Date _____

1. Color the shapes using the key. Write how many of each shape there are on the line.
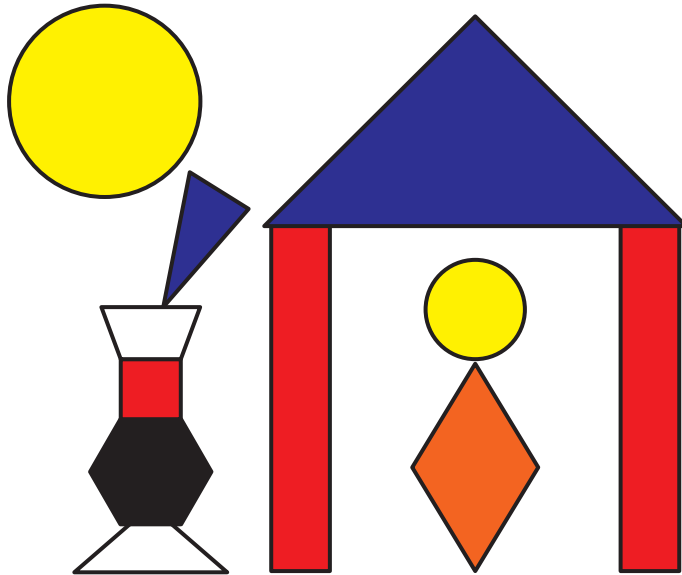
   a. YELLOW Circles: ___2___

   b. RED   Rectangles: ___3___

   c. BLUE   Triangles: ___2___

   d. BLACK   Hexagons: ___1___

   e. ORANGE Rhombuses: ___1___

2. Is the shape a triangle?

   If it is, write YES on the line. If it is not, explain why it is not a triangle on the line.

   a.   _Yes_

   b.   _No, it has more than three sides._

   c.   _No, it is not closed._ _It has 2 sides._

   d.   _Yes_

3. a.   Circle the attributes that are used to describe *all* cylinders.

(Cylinders can roll.)	Cylinders are hollow.
Cylinders are made of paper.	(Cylinders have 2 faces made of circles or ovals.)

b.   Circle the attributes that are used to describe *all* rectangular prisms.

Rectangular prisms can roll.	(The faces of a rectangular prism are rectangles.)
(Rectangular prisms have 6 faces.)	Rectangular prisms are always blue.

c.   Circle the attributes that are used to describe *all* triangular prisms.

Triangular prisms are big.	(Triangular prisms have 3 faces that are rectangles.)
(Triangular prisms have 2 faces that are triangles.)	Triangular prisms are shiny.

4. Use your triangle pattern blocks to cover the shapes below. Draw lines to show how you made each shape with your triangles.
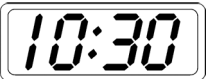
a.

b.

c.

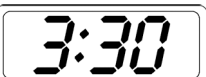5. Match the time to the correct clock.

a. ten o'clock

b. ten thirty

c. one o'clock
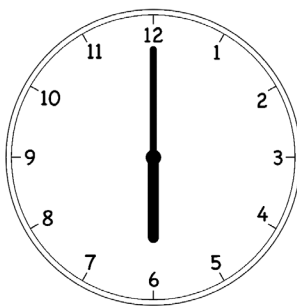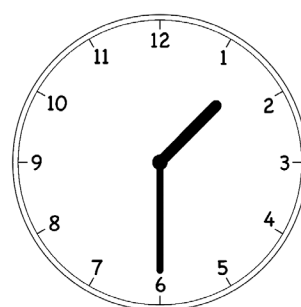
d. three thirty

| 1:00 |
| 10:00 |
| 10:30 |
| 3:30 |

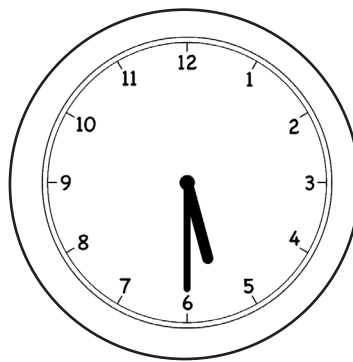6. Write the time on the line.

a. _____1:00_____

b. _____6:00_____

c. _____1:30_____

d. Circle the clock that shows half past 5 o'clock.
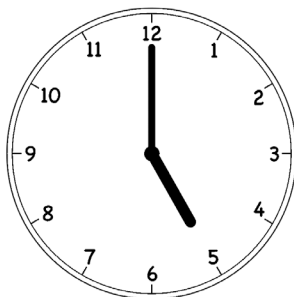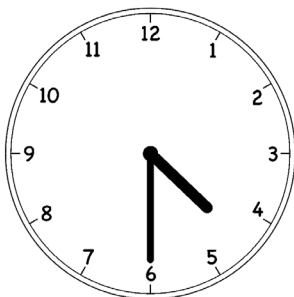
7. Draw the minute hand so that the clock shows the time written above it.

    a.   4:30

    b.   5:00

8. a. Draw one line to make this rectangle into two squares that are the same size.
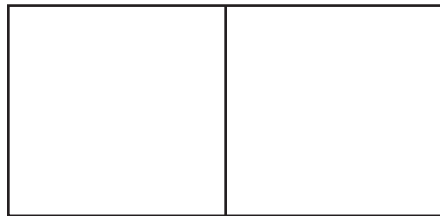
    b. Circle the words that make the sentence true.

       One square makes up (**one half**) / **one quarter)** of the rectangle above.

    c. Color one fourth of the circle. The dot is in the center.
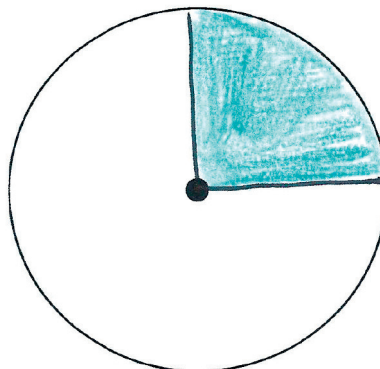
9. Draw a rectangle.

10. Match each three-dimensional shape to its name.

   a.

   b.

   c.

   d.

   Triangular prism

   Sphere

   Cube

   Cone
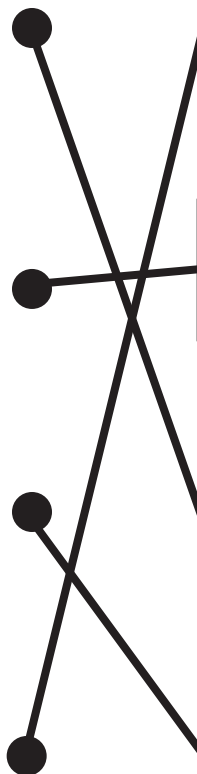
11. a. Are the shapes divided into halves? Write *yes* or *no*.
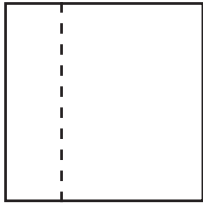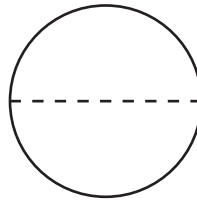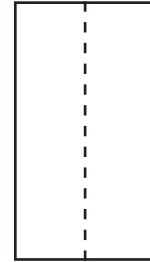
_____no_____   _____yes_____   _____yes_____

b. Are the shapes divided into fourths? Write *yes* or *no*.
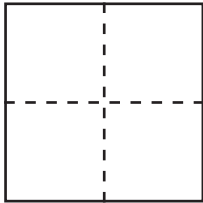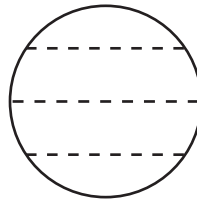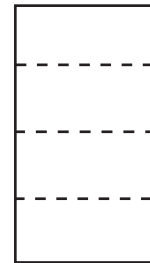
_____yes_____   _____no_____   _____yes_____

Name _____   Date _____

1. Use the RDW process to solve the following problem. Write your statement on the line.

   Brooks has 18 pencils. Aaron has 9 pencils.

   a. Represent how many fewer pencils Aaron has than Brooks with a drawing and number sentence.
   b. How many fewer pencils does Aaron have than Brooks?

   _____ .

2. Use the RDW process to solve the following problem. Write your statement on the line.

   James has 5 more pencils than Fatima. Fatima has 6 pencils.

   a. Represent the number of pencils James has with a drawing and number sentence.
   b. How many pencils does James have?

   _____ .

3. Fill in the missing numbers in the sequence.

    a.

    > 97, 98, _____, _____, _____, _____

    b.

    > _____, 14, _____, _____, 11, _____

4. Compare the pairs of numbers.

    Write <, =, or > in each circle.

    Write *less than*, *equal to*, or *greater than* on each line.

    a.   69 ◯ 79

    b.   15 ◯ 50

    c.   99 is _____ 101.

    d.   110 is _____ 108.

    e.   61 is _____ 5 tens 11 ones.

5. Miguel thinks 92 ones is greater than 9 tens 2 ones. Is he correct? Explain your thinking using words, pictures, or numbers. Draw and write about tens and ones to explain your thinking.

6. Find the mystery numbers. Explain how you know the answers.

    a. 10 more than 90 is _____ .   b. 10 less than 90 is _____ .

tens	ones
9	0

→

tens	ones

tens	ones
9	0

→

tens	ones

7. Write a number that is greater than 112. Explain how you know.

8. Sonia measures the heart rate, in the number of beats per minute, for herself and three of her friends. The table below shows the heart rate for each person.

Person	Heart Rate
Sonia	81
Brandi	107
Alec	76
Max	86

Place each heart rate in order on the open number line below.

←——————————————————————————————→

9. Write the number.

    a. 11 tens and 5 ones is the number _____.

    b. 8 tens and 6 ones is the number_____.

10. Write the numbers represented by the place value drawing and open number line.

hundreds	tens	ones
☐		• • • • • • • •

a. _____

+ 100   + 10   + 6

0   100   110 116
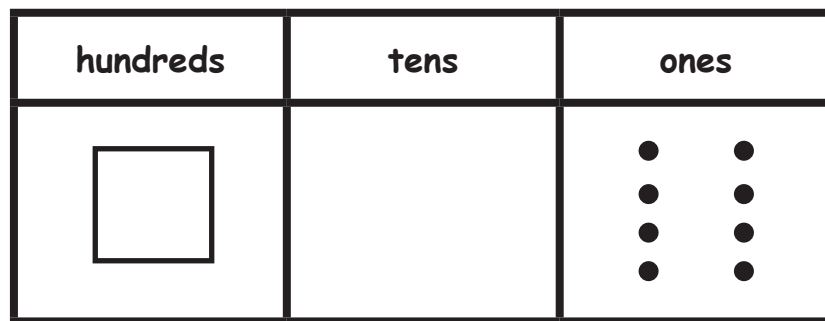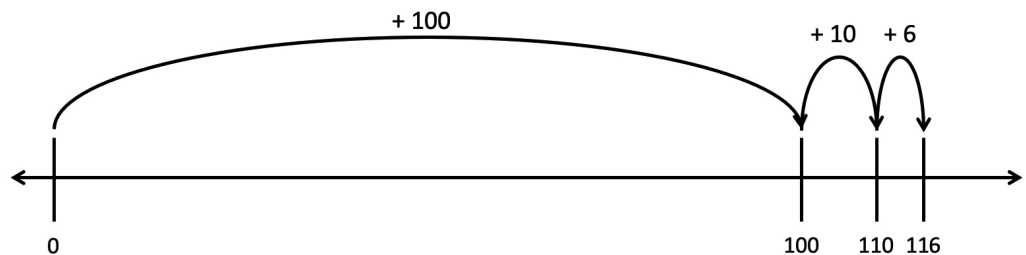
b. _____

11. Solve for each unknown number. Use the space provided to show your work.

a. 80 + 6 = _____	b. 60 + 8 = _____

Mid-Module Assessment Task	**Topics A–B**
Standards Addressed	

Number and Operations

The student is expected to:

1.2B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
1.2C	use objects, pictures, and expanded and standard forms to represent numbers up to 120;
1.2D	generate a number that is greater than or less than a given whole number up to 120;
1.2E	use place value to compare whole numbers up to 120 using comparative language;
1.2F	order whole numbers up to 120 using place value and open number lines;
1.2G	represent the comparison of two numbers to 100 using the symbols >, <, or =;
1.3A	use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;
1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] − 3.

Algebraic Reasoning

The student is expected to:

1.5A	recite numbers forward and backward from any given number between 1 and 120;
1.5C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120;
1.5D	represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
1(a) 1.5D 1(b) 1.3B	Student's answer is incorrect, and there is no evidence of reasoning.	Student's answer is incorrect, but there is evidence of reasoning. For example, student is able to write a number sentence.	Student's answer is correct, but the responses are incomplete (e.g., may be missing labels for the drawing, a number sentence, or an explanation). Student's work is essentially strong.	Student correctly: • Solves to find that Aaron has 9 fewer pencils than Brooks. • Demonstrates understanding of the problem situation through drawing/modeling.
2(a) 1.5D 2(b) 1.3B	Student's answer is incorrect, and there is no evidence of reasoning.	Student's answer is incorrect, but there is evidence of reasoning. For example, student is able to write a number sentence.	Student's answer is correct, but the responses are incomplete (e.g., may be missing labels for the drawing, a number sentence, or an explanation). Student's work is essentially strong.	Student correctly: • Solves to find that James has 11 pencils. • Demonstrates understanding of the problem situation through drawing/modeling.

A Progression Toward Proficiency				
3(a) 1.5A **3(b) 1.5A**	Student is unable to complete any one sequence of numbers.	Student completes at least one sequence.	Student completes at least one sequence as well as at least two numbers in the other sequence.	Student identifies all numbers in the sequences: • 97, 98, **99**, **100**, **101**, **102** • **15**, 14, **13**, **12**, 11, 10
4(a) 1.2G **4(b) 1.2G** **4(c) 1.2E** **4(d) 1.2E** **4(e) 1.2E**	Student is unable to use symbols or comparative language to compare numbers and does not correctly answer any of the comparisons.	Student demonstrates limited ability to compare numbers, correctly answering one or two of the five comparisons.	Student demonstrates some ability to use symbols and comparative language to compare numbers, correctly answering three or four of the five comparisons.	Student correctly answers: a.　< b.　< c.　less than d.　greater than e.　equal to
5 **1.2E**	Student demonstrates little to no understanding of comparing numbers based on tens and ones, answering incorrectly. There is no evidence of reasoning.	Student uses drawings or words to accurately depict one of the two numbers, demonstrating limited understanding of the use of place value to compare numbers.	Student correctly identifies that 92 ones is the same as 9 tens 2 ones but does not fully explain reasoning using place value. OR Student answers incorrectly because of an error such as transcription but demonstrates strong understanding of place value through drawing or words.	Student correctly uses drawings or words that depict place value to accurately explain that 92 ones is the same as 9 tens 2 ones.

　　Module 6:　　　Place Value, Comparison, Understanding Income with Addition and Subtraction to 100

A Progression Toward Proficiency				
6(a) 1.5C **6(b) 1.5C**	Student demonstrates little or no understanding of mentally adding or subtracting 10. Answers are incorrect, and there is no evidence of reasoning.	Student demonstrates limited understanding of mentally adding or subtracting 10, identifying one correct mystery number, but does not complete any charts accurately.	Student demonstrates the ability to mentally add or subtract 10, correctly identifying two mystery numbers, but reasoning is unclear because no charts have been completed accurately. OR Student accurately completes charts but makes an error in mental calculation on either (a) or (b).	Student identifies the following: a. 100 b. 80 and accurately completes the charts to depict the arrow way.
7 **1.2D**	Student demonstrates little to no understanding of identifying a number greater than a given number. Answer is incorrect, and there is no evidence of reasoning.	Student demonstrates limited understanding of identifying a number greater than a given number.	Student demonstrates the ability to identify a number greater than 112 but reasoning is unclear.	Student correctly: • Identifies a number greater than 112. • Explains the relationship between the identified number and 112 by using place value understanding or another valid representation.
8 **1.2F**	Student demonstrates little or no understanding of number sequence.	Student demonstrates limited understanding of the sequence of numbers, ordering two numbers correctly.	Student demonstrates some understanding of ordering numbers, correctly ordering three of the four numbers. OR Student places the numbers on the number line from greatest to least.	Student correctly places the numbers on the open number line: 76, 81, 86, 107.
9(a) 1.2C **9(b) 1.2C**	Student demonstrates little or no understanding of representing numbers to 120.	Student demonstrates limited understanding of representing numbers, correctly writing one number but not both.	Student demonstrates some understanding of representing numbers, correctly writing one number and part of the other number.	Student correctly: • Writes 115. • Writes 86.

| A Progression Toward Proficiency				
10(a) 1.2B **10(b) 1.2B**	Student does not demonstrate understanding of composing and decomposing numbers up to 120 and is unable to complete any answer correctly.	Student demonstrates inconsistent understanding of composing and decomposing numbers up to 120, completing only part of one answer correctly.	Student demonstrates some understanding of composing and decomposing numbers up to 120, completing at least one answer correctly.	Student correctly: a. Writes 108. b. Writes 116.
11(a) 1.3A **11(b) 1.3A**	Student demonstrates little or no understanding of adding a multiple of 10 and a one-digit number. Answers are incorrect, and there is no evidence of place value representation.	Student correctly completes one of the following components: • Solves (a) as 86. • Represents a process to accurately solve (a) by using place value understanding. • Solves (b) as 68. • Represents a process to accurately solve (b) by using place value understanding.	Student correctly completes two or three of the following components: • Solves (a) as 86. • Represents a process to accurately solve (a) by using place value understanding. • Solves (b) as 68. • Represents a process to accurately solve (b) by using place value understanding.	Student correctly completes all four of the following components: • Solves (a) as 86. • Represents a process to accurately solve (a) by using place value understanding. • Solves (b) as 68. • Represents a process to accurately solve (b) by using place value understanding.

Name   *Maria*   Date _____

1. Use the RDW process to solve the following problem. Write your statement on the line.

   Brooks has 18 pencils. Aaron has 9 pencils.

   a. Represent how many fewer pencils Aaron has than Brooks with a drawing and number sentence.
   b. How many fewer pencils does Aaron have than Brooks?

   B [18] $9 + \boxed{9} = 18$
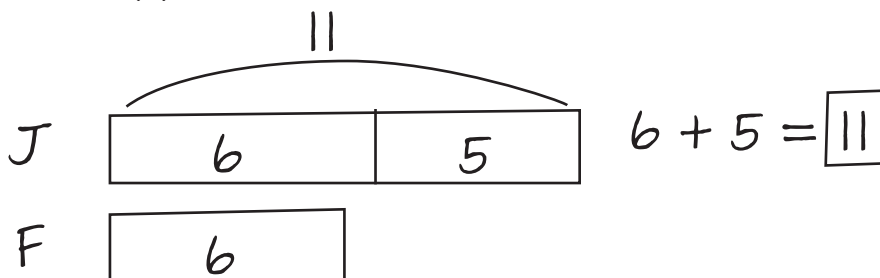
   A [9] |— 9 —|
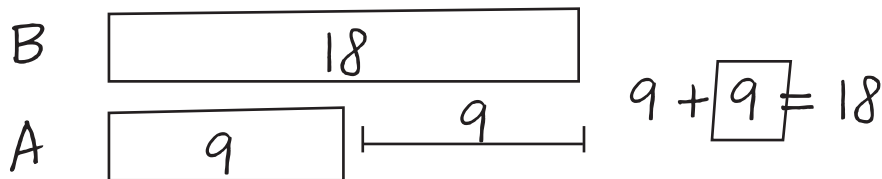
   Aaron has 9 fewer pencils than Brooks.

2. Use the RDW process to solve the following problem. Write your statement on the line.

   James has 5 more pencils than Fatima. Fatima has 6 pencils.

   a. Represent the number of pencils James has with a drawing and number sentence.
   b. How many pencils does James have?

   J [6 | 5] $6 + 5 = \boxed{11}$

   F [6]

   James has 11 pencils.

3. Fill in the missing numbers in the sequence.

   a.

   > 97, 98, _99_, _100_, _101_, _102_

   b.

   > _15_, 14, _13_, _12_, 11, _10_

4. Compare the pairs of numbers.

   Write <, =, or > in each circle.

   Write *less than*, *equal to*, or *greater than* on each line.

   a.   69 $\left(<\right)$ 79

   b.   15 $\left(<\right)$ 50

   c.   99 is _____ less than _____ 101.

   d.   110 is _____ greater than _____ 108.

   e.   61 is _____ equal to _____ 5 tens 11 ones.

5. Miguel thinks 92 ones is greater than 9 tens 2 ones. Is he correct? Explain your thinking using words, pictures, or numbers. Draw and write about tens and ones to explain your thinking.

   92 ones is the same as 9 tens 2 ones.

   $$90 + 2$$

   90 ones is 9 tens so 90 + 2 is the same as

   $$10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 90 \qquad 92 = 92$$

6. Find the mystery numbers. Explain how you know the answers.

   a. 10 more than 90 is _100_ .   b. 10 less than 90 is _80_ .
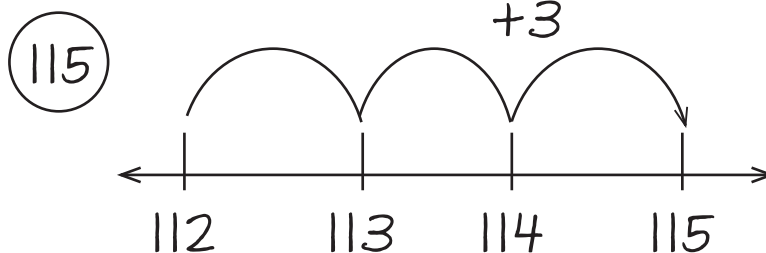
tens	ones
9	0

   →

tens	ones
10	0

tens	ones
9	0

   →

tens	ones
8	0

7. Write a number that is greater than 112. Explain how you know.

   115

   +3

   112   113   114   115

8. Sonia measures the heart rate, in the number of beats per minute, for herself and three of her friends. The table below shows the heart rate for each person.

Person	Heart Rate
Sonia	81
Brandi	107
Alec	76
Max	86

   Place each heart rate in order on the open number line below.

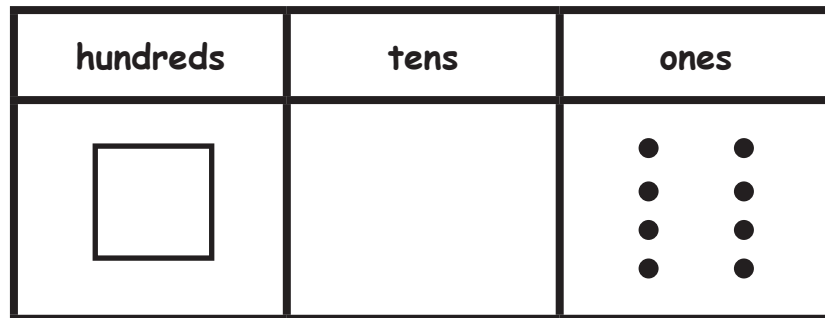   76 81 86   107
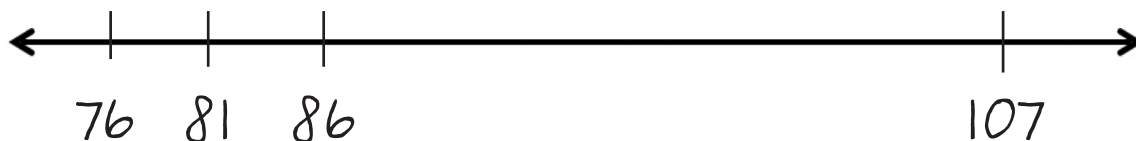
9. Write the number.

   a. 11 tens and 5 ones is the number _115_ .
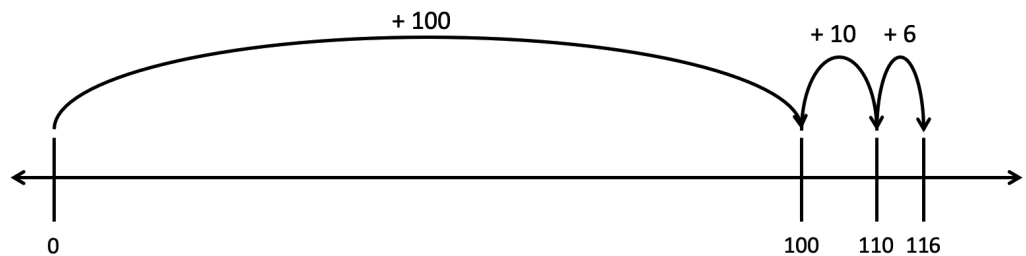
   b. 8 tens and 6 ones is the number _86_ .

10. Write the numbers represented by the place value drawing and open number line.
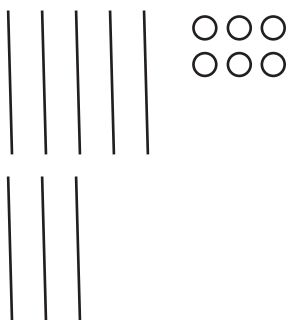
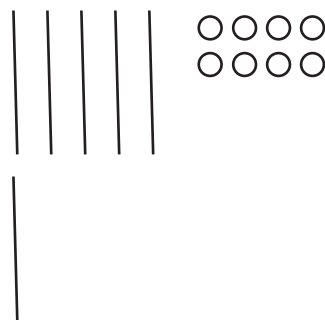| hundreds	tens	ones
☐		• • • • • • • •

a. __108__

b. __116__

11. Solve for each unknown number. Use the space provided to show your work.

a. 80 + 6 = __86__

8 tens   6 ones

b. 60 + 8 = __68__

6 tens   8 ones

Name _____   Date _____

1. Use the RDW process to solve the following problem. Write your statement on the line.

    Taylor saves 12 coins. Wyatt saves 8 coins.

    a. Represent how many more coins Taylor saves than Wyatt with a drawing and number sentence.

    b. How many more coins does Taylor save than Wyatt?

    _____.

2. Use the RDW process to solve the following problem. Write your statement on the line.

    16 dimes and 3 pennies are on the table.

    a. Represent the number of coins on the table with a drawing and number sentence.

    b. How many coins are on the table?

    _____ .

3. Use the word bank to write the name and value of each coin.

a. Coin Names	b. Coin Values
nickel dime quarter penny	1¢ 5¢ 10¢ 25¢

_____   _____

_____   _____

_____   _____

_____   _____

4. Find the mystery numbers. Explain how you know the answers.

    a. 10 more than 106 is _____ .

hundreds	tens	ones
1	0	6

    →

hundreds	tens	ones

    b. 10 less than 106 is _____ .

hundreds	tens	ones
1	0	6

    →

hundreds	tens	ones

5. Carmen gets 6 dollars for walking dogs. She gets 12 dollars as a birthday gift.

    a. Which amount of money did Carmen earn as income?

    _____ dollars

    b. How much money does Carmen have in all?

    Carmen has _____ dollars in all.

6. Noah earns 18 dollars raking leaves. He uses 4 dollars of that money to buy a toy car.

    a. How much money does Noah have left?

    Noah has _____ dollars left.

    b. Is the toy car a want or a need?

    Circle Want or Need.   Want   Need

    c. Noah puts the money he has left in his piggy bank.
       Is Noah saving the money he has left or spending it?

    Circle Save or Spend.   Save   Spend

7. Mark and Suki each draw a picture to represent 112 as shown.

Mark's Drawing   Suki's Drawing

hundreds	tens	ones
☐	|	⦙

hundreds	tens	ones
☐		••• •• ••• •• ••• ••

Are they correct? Explain your thinking.

8. Count the objects. Fill in the place value chart and write the number on the line.

hundreds	tens	ones

_____

9. Write a number that is less than 80. Explain how you know.

10. Binh collects game cards. Five of the cards have the numbers shown below.

19	99
11	
109	91

Place the numbers in order on the open number line below.

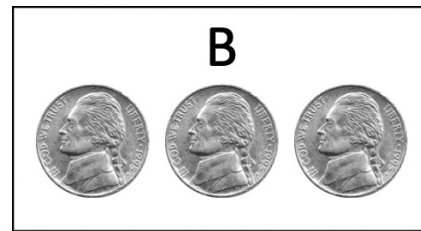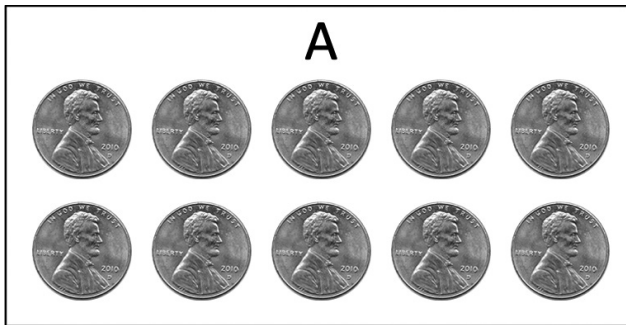← ─────────────────────────────────────── →

11. Fill in the missing numbers in the sequence.

    60, 62, _____, _____, 68, _____

12. Fill in the missing numbers in the sequence.

    90, 95, _____, 105, 110, _____, _____

13. Which **two** groups of coins have the same value? Explain how you know.

End-of-Module Assessment Task Standards Addressed	Topics A–F

Number and Operations

The student is expected to:

1.2B	use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
1.2C	use objects, pictures, and expanded and standard forms to represent numbers up to 120;
1.2D	generate a number that is greater than or less than a given whole number up to 120;
1.2F	order whole numbers up to 120 using place value and open number lines;
1.3B	use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as 2 + 4 = [ ]; 3 + [ ] = 7; and 5 = [ ] - 3;
1.3D	apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
1.4A	identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them;
1.4B	write a number with the cent symbol to describe the value of a coin;
1.4C	use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.

Algebraic Reasoning

The student is expected to:

1.5B	skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set;
1.5C	use relationships to determine the number that is 10 more and 10 less than a given number up to 120;
1.5D	represent word problems involving addition and subtraction of whole numbers up to 120 using concrete and pictorial models and number sentences.

Personal Financial Literacy

The student is expected to:

1.9A	define money earned as income;
1.9B	identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs;
1.9C	distinguish between spending and saving.

Evaluating Student Learning Outcomes

A Progression Toward Proficiency rubric is provided for both Mid-Module and End-of-Module Assessment Tasks. This rubric describes how students show evidence of increasing understanding on their progression toward proficiency. This guidance helps teachers analyze assessment data to identify students' strengths, misconceptions, and understandings that need instructional support. In this rubric, progress is presented from left to right. The learning goal for students is to exhibit evidence of solid reasoning. The progression helps teachers reflect on their students' levels of proficiency and provides a way for teachers and students to identify what students can do now and what they need to work on next. Teachers can also choose to use an assessment in a summative manner by following the scoring guidance provided previously in the Approach to Assessments front matter.

A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	**Little evidence of reasoning without a correct answer.**	**Evidence of some reasoning without a correct answer.**	**Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.**	**Evidence of solid reasoning with a correct answer.**
1(a) 1.5D **1(b) 1.3B**	Student's answer is incorrect, and there is no evidence of reasoning.	Student's answer is incorrect, but there is evidence of reasoning. For example, student is able to write a number sentence.	Student's answer is correct, but the responses are incomplete (e.g., may be missing labels for the drawing, a number sentence, or an explanation). Student's work is essentially strong.	Student correctly: • Solves by finding that Taylor saves 4 more coins than Wyatt. • Demonstrates understanding of the problem situation through drawing/ modeling.
2(a) 1.5D **2(b) 1.3B**	Student's answer is incorrect, and there is no evidence of reasoning.	Student's answer is incorrect, but there is evidence of reasoning. For example, student is able to write a number sentence.	Student's answer is correct, but the responses are incomplete (e.g., may be missing labels for the drawing, a number sentence, or an explanation). Student's work is essentially strong.	Student correctly: • Solves by finding that there are 19 coins on the table. • Demonstrates understanding of the problem situation through drawing/ modeling.
3(a) 1.4A **3(b) 1.4B**	Student is unable to match more than two coins with either the proper name or the proper value.	Student accurately matches at least three elements within the set but mixes the value or the names for more than one pair of coins.	Student accurately matches one set of coin information with another set but mixes either the value or the name of one pair of coins.	Student correctly matches the image, name, and value of each coin: • Dime, 10¢ • Penny, 1¢ • Nickel, 5¢ • Quarter, 25¢

A Progression Toward Proficiency

4(a) 1.5C **4(b) 1.5C**	Student demonstrates little or no understanding of mentally adding or subtracting 10. Answers are incorrect, and there is no evidence of reasoning.	Student demonstrates limited understanding of mentally adding or subtracting 10, identifying one correct mystery number but does not complete any charts accurately.	Student demonstrates the ability to mentally add or subtract 10, correctly identifying both mystery numbers but reasoning is unclear because no charts have been completed accurately. OR Student accurately completes the charts but makes an error in mental calculation on either (a) or (b).	Student identifies 116, and 96, and accurately completes the charts to depict the arrow way.
5(a) 1.9A **5(b) 1.3D**	Student demonstrates little to no understanding that money earned is income. Answers are incorrect, and there is no evidence of reasoning or of understanding the problems.	Student demonstrates limited understanding of income and finding the total, beginning to answer one of the two problems.	Student demonstrates some understanding of income and finding the total, correctly answering one of the two problems.	Student correctly answers each problem. a. The earned income is 6 dollars. b. Carmen has 18 dollars in all.
6(a) 1.3D **6(b) 1.9B** **6(c) 1.9C**	Student's answers are incorrect, and there is no evidence of understanding the problems.	Student correctly answers one of the three problems.	Student correctly answers two of the three problems.	Student correctly answers each problem. a. Noah has 14 dollars left. b. Want c. Save

A Progression Toward Proficiency				
7 **1.2B**	Student demonstrates little to no understanding of composing and decomposing numbers, answering incorrectly. There is no evidence of reasoning.	Student uses drawings, equations, or words to accurately depict at least one of the two numbers, demonstrating limited understanding of use of place value to compose and decompose numbers.	Student demonstrates some understanding of using place value to compose and decompose numbers depicted pictorially but does not fully explain reasoning using place value. OR Student answers incorrectly because of an error such as transcription but demonstrates strong understanding of place value.	Student correctly uses drawings, equations, or words that depict place value to accurately explain that both students are correct. Mark's drawing of 100 + 10 + 2 = 112 is the same as Suki's drawing of 100 + 12 = 112 and 112 = 112.
8 **1.2C**	Student demonstrates little to no understanding of representing up to 120 objects with a written numeral. Answers are incorrect, and there is no evidence of reasoning.	Student demonstrates limited understanding of representing up to 120 objects with a written numeral, identifying one part of the place value chart.	Student demonstrates the ability to represent up to 120 objects with a written numeral but reasoning is unclear because the chart has not been completed accurately. OR Student completes the place value chart as 11 tens and 4 ones, showing understanding of how to count by tens but not realizing that 10 tens is equivalent to 100.	Student correctly: • Completes the chart as 1 hundred, 1 ten, and 4 ones. • Writes 114.

| A Progression Toward Proficiency				
9 **1.2D**	Student demonstrates little to no understanding of identifying a number less than a given number. Answer is incorrect, and there is no evidence of reasoning.	Student demonstrates limited understanding of identifying a number less than a given number.	Student demonstrates the ability to identify a number less than 80 but reasoning is unclear.	Student correctly: • Identifies a number that is less than 80. • Explains the relationship between the identified number and 80 by using place value understanding or another valid representation.
10 **1.2F**	Student demonstrates little or no understanding of number sequence.	Student demonstrates limited understanding of the sequence of numbers, ordering two or three numbers correctly.	Student demonstrates some understanding of ordering numbers correctly, ordering four of the five numbers. OR Student places the numbers on the number line from greatest to least.	Student correctly places the numbers on the open number line: 11, 19, 91, 99, 109.
11 **1.5B**	Student demonstrates little or no understanding of skip counting by twos to complete a number sequence.	Student demonstrates limited understanding of skip counting by twos, correctly identifying one of the three numbers.	Student demonstrates some understanding of skip counting by twos, correctly identifying two of the three numbers.	Student correctly completes the sequence: 64, 66, 70.
12 **1.5B**	Student demonstrates little or no understanding of skip counting by fives to complete a number sequence.	Student demonstrates limited understanding of skip counting by fives, correctly identifying one of the three numbers.	Student demonstrates some understanding of skip counting by fives, correctly identifying two of the three numbers.	Student correctly completes the sequence: 100, 115, 120.
13 **1.4C**	Student demonstrates little to no understanding of determining the value of a collection of coins.	Student demonstrates limited understanding of determining the value of a collection of coins, correctly identifying the value of at least one group of coins.	Student demonstrates the ability to identify the correct two groups but reasoning is unclear.	Student correctly: • Identifies groups B and C. • Explains the value of these two groups of coins to be 15 cents each.

Name ___Maria___   Date _____

1. Use the RDW process to solve the following problem. Write your statement on the line.

   Taylor saves 12 coins. Wyatt saves 8 coins.

   a. Represent how many more coins Taylor saves than Wyatt with a drawing and number sentence.
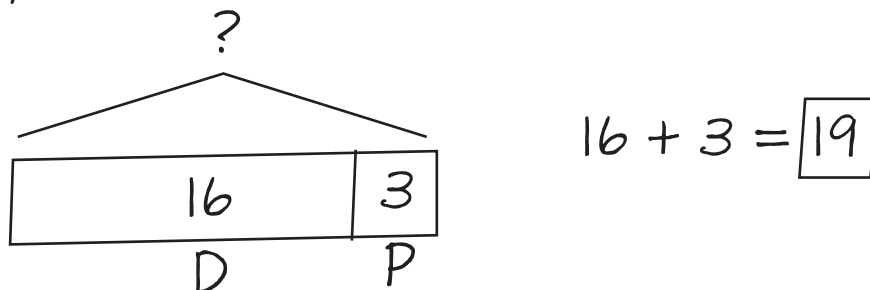
   b. How many more coins does Taylor save than Wyatt?

   T [12   ]
   W [8   ] |— 4 —| $12 - 8 = \boxed{4}$
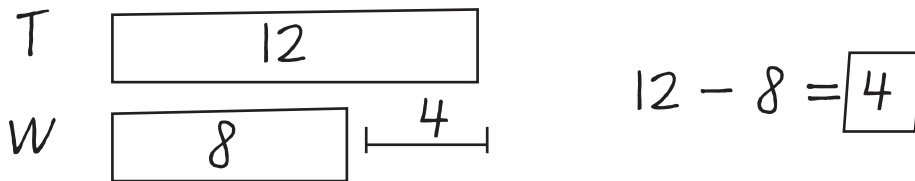
   ___Taylor saves 4 more coins than Wyatt.___.

2. Use the RDW process to solve the following problem. Write your statement on the line.

   16 dimes and 3 pennies are on the table.

   a. Represent the number of coins on the table with a drawing and number sentence.

   b. How many coins are on the table?

   ?
   [16 | 3] $16 + 3 = \boxed{19}$
     D   P

   ___There are 19 coins.___.

3. Use the word bank to write the name and value of each coin.

a. Coin Names	b. Coin Values
nickel dime quarter penny	1¢ 5¢ 10¢ 25¢

dime   _10¢_

penny   _1¢_

nickel   _5¢_

quarter   _25¢_

4. Find the mystery numbers. Explain how you know the answers.

a. 10 more than 106 is ___116___ .

hundreds	tens	ones
1	0	6

→

hundreds	tens	ones
1	1	6

b. 10 less than 106 is ___96___ .

hundreds	tens	ones
1	0	6

→

hundreds	tens	ones
	9	6

5. Carmen gets 6 dollars for walking dogs. She gets 12 dollars as a birthday gift.

a. Which amount of money did Carmen earn as income?

_____6_____ dollars

b. How much money does Carmen have in all?

$6 + 12 =$

$2 \quad 10$

$6 + 2 + 10 =$

$8 + 10 = 18$

Carmen has ___18___ dollars in all.

6. Noah earns 18 dollars raking leaves. He uses 4 dollars of that money to buy a toy car.

   a. How much money does Noah have left?

   $$18 - 4 = 14$$
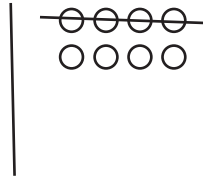
   Noah has ___14___ dollars left.

   b. Is the toy car a want or a need?

   Circle Want or Need.   (Want)   Need

   c. Noah puts the money he has left in his piggy bank.
   Is Noah saving the money he has left or spending it?

   Circle Save or Spend.   (Save)   Spend

7. Mark and Suki each draw a picture to represent 112 as shown.

Mark's Drawing

hundreds	tens	ones
☐	|	⠸

Suki's Drawing

hundreds	tens	ones
☐		⦂⦂

Are they correct? Explain your thinking.

Mark and Suki are both correct.

100 + 10 + 2 = 112

100 + 12 = 112

112 = 112

8. Count the objects. Fill in the place value chart and write the number on the line.
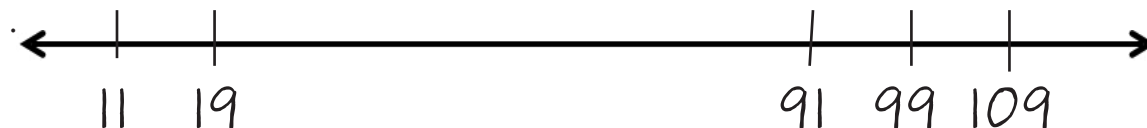
hundreds	tens	ones
1	1	4

114

9. Write a number that is less than 80. Explain how you know.
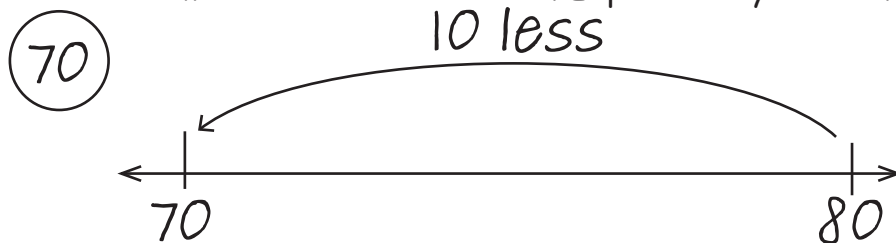
⟨70⟩

10 less

70   80

10. Binh collects game cards. Five of the cards have the numbers shown below.

19	99
11	
109	91

Place the numbers in order on the open number line below.

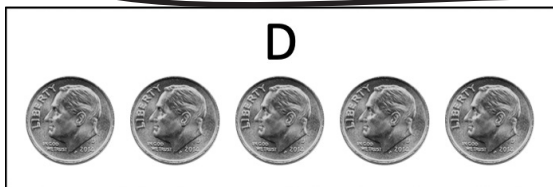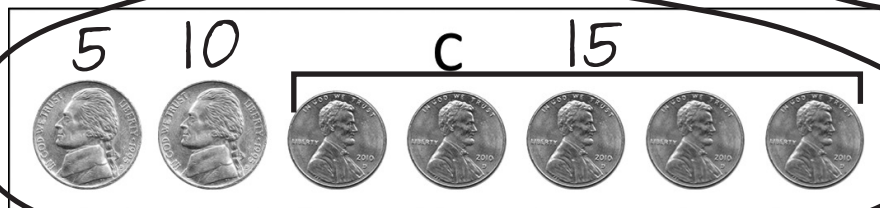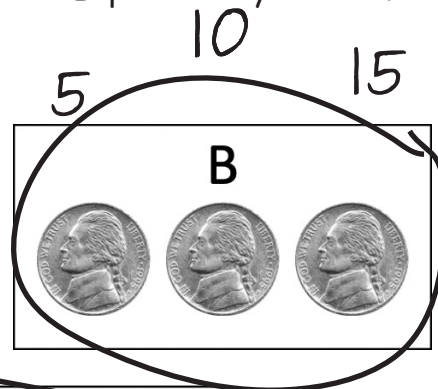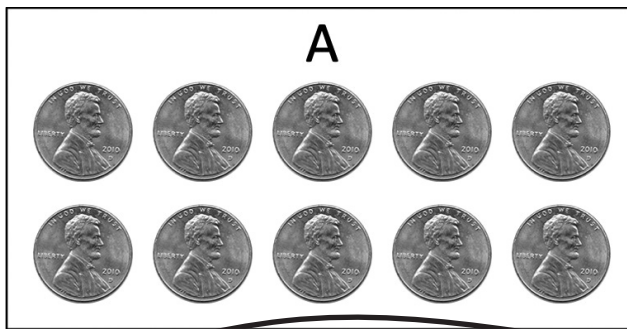11   19   91 99 109

11. Fill in the missing numbers in the sequence.

60, 62, __64__, __66__, 68, __70__

12. Fill in the missing numbers in the sequence.

90, 95, __100__, 105, 110, __115__, __120__

13. Which **two** groups of coins have the same value? Explain how you know.

A

B   5   10   15

C   5   10   15

$15 = 15$

D

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