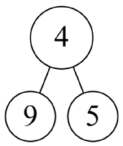
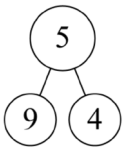
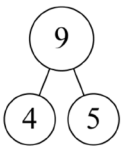
Grade 1 Module 1 Mid-Module Assessment Task

Item #	1a
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Multiple Choice
Question Stem	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?
Prompt	Which picture would help you solve this problem?
Image(s)	*See images in answer choices below*
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	A is correct.
B	
Correct or Rationale	B is incorrect. Student thought the total and one part added together could be used to find the missing part.
C	
Correct or Rationale	C is incorrect. Student thought the total and the missing part added together would result in the known part.

Item #	1b
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Multiple Choice
Question Stem	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?
Prompt	Which number bond can be used to represent this story?
Image(s)	*See images in answer choices below*
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	A is incorrect. Student represented the unknown part (4) as the total and represented the total (9) as one of the parts.
B	
Correct or Rationale	B is incorrect. Student represented the known part (5) as the total and represented the total (9) as one of the parts.
C	
Correct or Rationale	C is correct.

Item #	1c
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Equation editor (Math Short Answer)
Question Stem	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?
Prompt	Write an addition sentence to match this story.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	5 + 4 = 9

Item #	2a
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5F (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Look at the number sentences. 3 + 7 = _____ _____ = 1 + 4 3 + 2 = _____ _____ = 7 + 2 5 + 1 = _____ _____ = 8 + 1

	9 + 1 = _____ _____ = 2 + 6 6 + 4 = ____
Prompt	Write the numbers that go in the blanks.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	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**

Item #	2b
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3C (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to compose 10 with two or more addends with and without concrete objects.
Item Type	Multiple Select
Question Stem	
Prompt	Select the partners to 10. Select **three** that apply.
Image(s)	
Image(s) Alt Text	
Number of Points	3
Scoring	Partial Match
Rubric Notes	
Notes (where applicable)	
A	3 + 7 = ___
Correct or Rationale	A is correct.
B	___ = 7 + 2

Correct or Rationale	B is incorrect. Student may have tried to find the missing number by counting up 2 from 7, but counted one more than needed.
C	___ = 1 + 4
Correct or Rationale	C is incorrect. Student may have found the sum of 5 and thought that since 5 could be doubled to get 10, this equation was a partner to 10.
D	___ = 9 + 1
Correct or Rationale	D is correct.
E	6 + 4 = ___
Correct or Rationale	E is correct.
F	___ = 2 + 6
Correct or Rationale	F is incorrect. Student miscalculated when adding 2 and 6.

Item #	2c
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3D (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.
Item Type	Multiple Select
Question Stem	
Prompt	Select all the +1 facts. Select **three** that apply.
Image(s)	
Image(s) Alt Text	
Number of Points	3
Scoring	Partial Match
Rubric Notes	
Notes (where applicable)	
A	___ = 1 + 4
Correct or Rationale	A is correct.
B	5 + 1 = ___
Correct or Rationale	B is correct.
C	3 + 7 = ___
Correct or Rationale	C is incorrect. Student may have thought that since the digit 1 is in the sum of 10, this is a + 1 fact.
D	3 + 2 = ___
Correct or Rationale	D is incorrect. Student may have subtracted 3 - 2 rather than adding 3 + 2 and arrived at a difference of 1.
E	___ = 2 + 6
Correct or Rationale	E is incorrect. Student mistook a +2 fact for a +1 fact.

F	___ = 8 + 1
Correct or Rationale	F is correct.

Item #	2d
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3D (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.
Item Type	Multiple Select
Question Stem	
Prompt	Select all the +2 facts. Select **three** that apply.
Image(s)	
Image(s) Alt Text	
Number of Points	3
Scoring	Partial Match
Rubric Notes	
Notes (where applicable)	
A	6 + 4 = ___
Correct or Rationale	A is incorrect. Student may have subtracted 6 -42 rather than adding 6 + 4 and arrived at a difference of 2.
B	3 + 2 = ___
Correct or Rationale	B is correct.
C	___ = 7 + 2
Correct or Rationale	C is correct.
D	___ = 8 + 1
Correct or Rationale	D is incorrect. Student confused a +1 fact with a + 2 fact.
E	___ = 2 + 6
Correct or Rationale	E is correct.
F	4 + 4 = ___
Correct or Rationale	F is incorrect. Student thought that since both addends are the same, this is a + 2 fact, OR student thought that since both addends are even, this is a +2 fact.

Item #	3a
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment

Standard (TEKS)	1.5G (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to apply properties of operations to add and subtract two or three numbers.
Item Type	Equation editor (Math Short Answer)
Question Stem	Look at the party picture!
Prompt	Write at least two different addition sentences using 3, 6, and 9 that describe the party picture.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	3 + 6 = 9 6 + 3 = 9

Item #	3b
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Constructed Response
Question Stem	Look at the party picture!
Prompt	How are the two number sentences you wrote the same? Explain using pictures and numbers.
Image(s)	

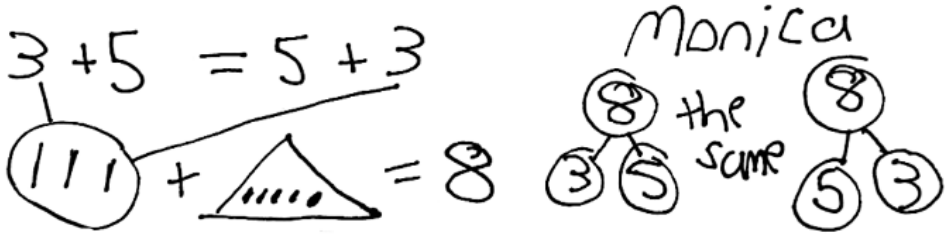
Image(s) Alt Text	
Number of Points	1
Scoring	n/a
Rubric Notes	

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.

Notes (where applicable)	Because of the standard language and the connection between this item and 2a, this item should stay as a CR item type that requires students to explain/provide reasoning for the two equations they wrote in 2a. Making this machine-scored would significantly reduce a teacher's ability to see student understanding.

Item #	4a
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5F (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to 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.
Item Type	Inline choice
Question Stem	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.
Prompt	Use the drop-down menu below to make Monica and Terry's number sentence true. 5 + 3 = [DROPDOWN1] + 4
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

Notes (where applicable)	
[DROPDOWN1] *correct	4* 8

Item #	4b
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5G (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to apply properties of operations to add and subtract two or three numbers.
Item Type	Constructed Response - Drawing AND text option
Question Stem	Monica says that 3 and 5 is equal to 5 and 3. Terry says she is wrong.
Prompt	Explain who is correct, using pictures, numbers, or words.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Teacher scored
Rubric Notes	
Notes (where applicable)	

Item #	4c
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5E (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.

Student Expectation	The student is expected to understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s)
Item Type	Constructed Response - Drawing AND text option
Question Stem	Next, Monica tells Terry 8 = 8. Terry says she is wrong one more time.
Prompt	Explain who is correct, using pictures, numbers, or words.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	teacher scored
Rubric Notes	
Notes (where applicable)	

Item #	4d
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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;
Item Type	Equation editor (Math Short Answer)
Question Stem	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.
Prompt	How many carrot sticks did Monica put in her lunch box?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1]	3

Grade 1 Module 1 End-of-Module Assessment Task

Item #	1a
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	There are 9 ducks swimming along in a line. There are 2 grown-up ducks, and the rest are babies.
Prompt	How many of the ducks are babies?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	7

Item #	1b
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Equation editor (Math Short Answer)
Question Stem	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?
Prompt	Write a number sentence that shows how you solved the problem.
Image(s)	
Image(s) Alt Text	
Number of Points	1

Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	2 + 7 = 9

Item #	2a
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Numbers and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Equation editor (Math Short Answer)
Question Stem	Jennifer says you can use addition to solve subtraction.
Prompt	Write an addition number sentence that Jennifer can use to solve 9 – 6 = ____ .
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	9 - 6 = 3

Item #	2b
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Constructed Response
Question Stem	Jennifer says you can use addition to solve subtraction.

Prompt	Explain your thinking and show why Jennifer cannot solve 9 – 6 = ____ by adding 9 + 6. Use words, pictures, or numbers.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Teacher scored
Rubric Notes	Teachers should use the rubric embedded in the curricular assessment.
Notes (where applicable)	

Item #	3
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Multiple Choice
Question Stem	Jeremy is confused about this problem: __ = 10 - 8.
Prompt	Which number sentence can help him understand and solve it?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	8 + ? = 10
Correct or Rationale	Correct.
B	10 + ? = 8
Correct or Rationale	Student correctly identified the relationship between addition and subtraction, but added the incorrect term
C	8 + 10 = ?
Correct or Rationale	Student incorrectly identified the relationship between addition and subtraction.

Item #	4a
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations

Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Multiple Choice
Question Stem	At the park, there are 6 friends playing baseball. Some more friends came. Now, there are 10 friends playing.
Prompt	How many friends came to play?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Letter of Option	A: 4
Correct or Rationale	Correct.
Letter of Option	B: 5
Correct or Rationale	Student may have attempted to find the difference between 6 and 10 by counting up from 6 to 10, but counted both 6 and 10 when doing so.
Letter of Option	C: 16
Correct or Rationale	Student added 6 and 10 instead of finding the difference between 6 and 10.

Item #	4b
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Equation editor (Math Short Answer)
Question Stem	At the park, there are 6 friends playing baseball. Some more friends came. Now, there are 10 friends playing.
Prompt	Write an addition sentence and a subtraction sentence to match the story.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact match
Rubric Notes	
Notes (where applicable)	

[RESPONSE1] Response(s)	6 + 4 = 10 10 - 6 = 4

Item #	4c
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5G (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to apply properties of operations to add and subtract two or three numbers.
Item Type	Equation editor (Math Short Answer)
Question Stem	At the park, there are 6 friends playing baseball. Some more friends came. Now, there are 10 friends playing.
Prompt	Write the addition number sentence you found when solving the problem. Now write three more number sentences using 6, 10, and _____.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	6 + 4 = 10 4 + 6 = 10 10 = 6 + 4 10 = 4 + 6

Item #	5
Discipline	Math
Grade Level	Grade 1
Module	1
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5G (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to apply properties of operations to add and subtract two or three numbers.
Item Type	Equation editor (Math Short Answer)
Question Stem	Look at the animal picture.

Prompt	Write at least two different number sentences using 5, 4, and 9 that describe the animal picture.
Image(s)	
Image(s) Alt Text	5 birds and 4 cats
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	5 + 4 = 9 9 - 4 = 5

Grade 1 Module 2 Mid-Module Assessment Task

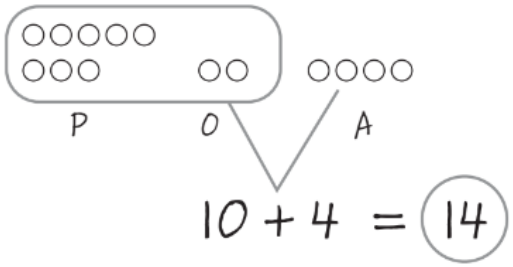
Item #	1a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3C (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to compose 10 with two or more addends with and without concrete objects.
Item Type	Multiple Choice
Question Stem	Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.
Prompt	Whose pennies together make ten?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	Pedro and Anita
Correct or Rationale	Student chose the pennies that make more than 10.
B	Pedro and Olga
Correct or Rationale	Correct.
C	Anita and Olga
Correct or Rationale	Student chose the pennies that make less than 10.

Item #	1b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Constructed Response
Question Stem	Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.
Prompt	Represent the pennies Pedro, Anita, and Olga have in all using a math drawing and a number sentence.
Image(s)	

Image(s) Alt Text	
Number of Points	2
Scoring	Teacher Scored
Rubric Notes	

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.



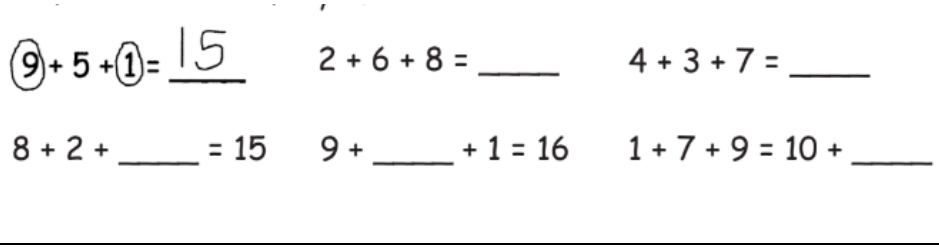
Notes (where applicable)	Advice is to have students respond to this on paper despite the drawing option - the complexity of the response will be difficult for many students to draw digitally.

Item #	1c
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Pedro has 8 pennies. Anita has 4 pennies. Olga has 2 pennies.

Prompt	How many pennies do Pedro, Anita, and Olga have in all?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response	14

Item #	2a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3C (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to compose 10 with two or more addends with and without concrete objects.
Item Type	Hotspot
Question Stem	Look at the number sentences.
Prompt	Select the pairs of numbers that make ten in each problem. 2 + 6 + 8 = ___ 4 + 3 + 7 = ___ 8 + 2 + ___ = 15 9 + ___ + 1 = 16 1 + 7 + 9 = 10 + ___
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Clickable Region 1	2
Clickable Region 2	6
Clickable Region 3	8
Clickable Region 4	4
Clickable Region 5	3
Clickable Region 6	7
Clickable Region 7	8
Clickable Region 8	2
Clickable Region 9	15
Clickable Region 10	9
Clickable Region 11	1
Clickable Region 12	16
Clickable Region 13	1

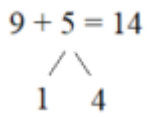
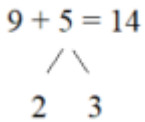
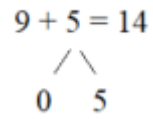
Clickable Region 14	7
Clickable Region 15	9
Clickable Region 16	10
Correct Response(s)	2 (Region 1), 8 (Region 3), 3 (Region 5), 7 (Region 6), 8 (Region 7), 2 (Region 8), 9 (Region 10), 1 (Region 11), 1 (Region 13), 9 (Region 15)

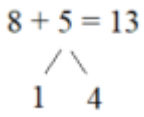
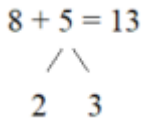
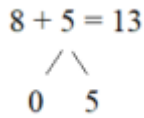
Item #	2b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3D (Supporting)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.
Item Type	Equation editor (Math Short Answer)
Question Stem	Look at the number sentences.
Prompt	Write the numbers that make the number sentences true. The first one is done for you.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Responses	2 + 6 + 8 = _____ **16** 4 + 3 + 7 = _____**14** 8 + 2 + _____ **5** = 15 9 + _____ **6** + 1 = 16 1 + 7 + 9 = 10 + _____ **7**

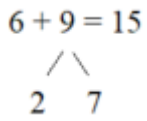
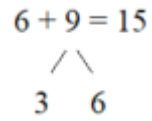
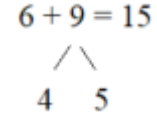
Item #	3a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5D (Readiness)

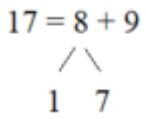
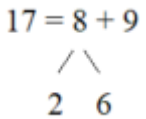
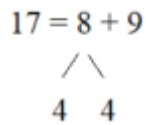
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Equation editor (Math Short Answer)
Question Stem	Carlos has 6 pennies in a bowl. Nine pennies are in his drawer.
Prompt	Represent the number of pennies Carlos has in all with a number sentence.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	9 + 6 6 + 9 9 + 6 = 15 6 + 9 = 15

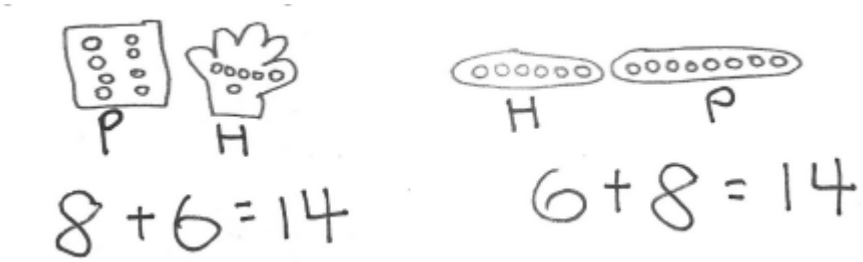
Item #	3b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Carlos has 6 pennies in a bowl. Nine pennies are in his drawer.
Prompt	How many pennies does Carlos have in all?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	Carlos has _____**15** pennies in all.

Item #	4a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Multiple Choice
Question Stem	
Prompt	Which of the following shows the number sentence with a number bond that can be used to make ten?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	Correct.
B	
Correct or Rationale	Student chose a number bond for 5 that cannot make 10 with the 9.
C	
Correct or Rationale	Student chose a number bond for 5 that cannot make 10 with the 9.

Item #	4b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Multiple Choice
Question Stem	
Prompt	Which of the following shows the number sentence with a number bond that can be used to make ten?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	Student chose a number bond for 5 that cannot make 10 with the 8.
B	
Correct or Rationale	Correct.
C	
Correct or Rationale	Student chose a number bond for 5 that cannot make 10 with the 8.

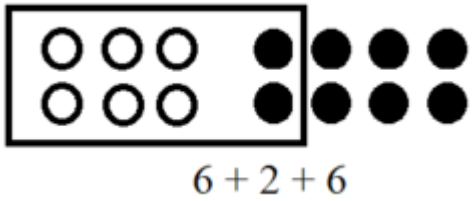
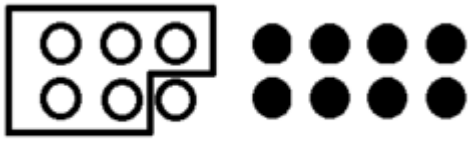
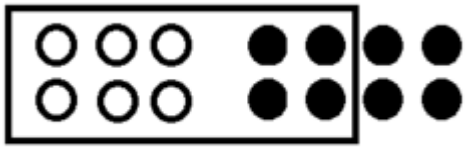
Item #	4c
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Multiple Choice
Question Stem	
Prompt	Which of the following shows the number sentence with a number bond that can be used to make ten?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	Student chose a number bond for 9 that cannot make 10 with the 6.
B	
Correct or Rationale	Student chose a number bond for 9 that cannot make 10 with the 6.
C	
Correct or Rationale	Correct.

Item #	4d
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Multiple Choice
Question Stem	
Prompt	Which of the following shows the number sentence with a number bond that can be used to make ten?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	Correct.
B	
Correct or Rationale	Student chose a number bond for 8 that cannot make 10 with the 9.
C	
Correct or Rationale	Student chose a number bond for 8 that cannot make 10 with the 9.

Item #	5a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Equation editor (Math Short Answer)
Question Stem	Eva has 6 marbles in her hand and 8 in her pocket.
Prompt	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.
Image(s)	
Image(s) Alt Text	Images are provided for more information.
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	 LEFT SET OF DRAWINGS: 8 + 6 = 14 RIGHT SET OF DRAWINGS: 6 + 8 = 14

Item #	5b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5G (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to apply properties of operations to add and subtract two or three numbers.
Item Type	Multiple Choice
Question Stem	Eva has 6 marbles in her hand and 8 in her pocket.
Prompt	Which statement is correct about finding how many marbles Eva has?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	You must start with 6 marbles and then add 8 marbles.
Correct or Rationale	Student thought you had to start with 6 marbles because that's the first number given in the question stem.
B	You must start with 8 marbles and then add 6 marbles.
Correct or Rationale	Student thought you had to start with 8 marbles because that's the larger of the two numbers given in the question stem.
C	You can start with either 6 marbles or 8 marbles as long as you add them all.
Correct or Rationale	Correct.

Item #	5c
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3D (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.
Item Type	Multiple Choice
Question Stem	Eva has 6 marbles in her hand and 8 in her pocket.
Prompt	Which drawing and number sentence best represents how you can make ten to find how many marbles Eva has?
Image(s)	
Image(s) Alt Text	

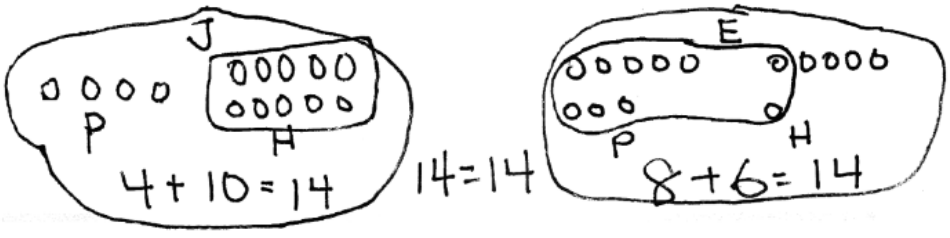
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	 6 + 2 + 6
Correct or Rationale	Student chose an answer that represents the 8 marbles being broken up into 2 and 6, but not in a way that shows how to make ten.
B	 5 + 1 + 8
Correct or Rationale	Student chose an answer that represents the 6 marbles being broken up into 5 and 1, but not in a way that shows how to make ten.
C	 6 + 4 + 4
Correct or Rationale	Correct.

Item #	5d
Discipline	Math
Grade Level	1
Module	2
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.

Item Type	Constructed Response
Question Stem	Eva has 6 marbles in her hand and 8 in her pocket. Jerry has 4 marbles in his pocket and 10 in his hand.
Prompt	Explain how it is that Jerry and Eva have the same number of marbles. Use words, math drawings, and numbers.
Image(s)	
Image(s) Alt Text	
Number of Points	2
Scoring	Teacher Scored
Rubric Notes	

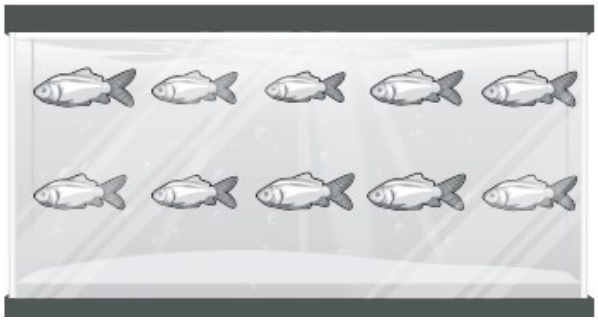
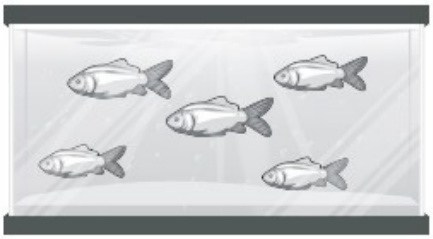
A Progression Toward Proficiency

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.
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, the 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). The 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.

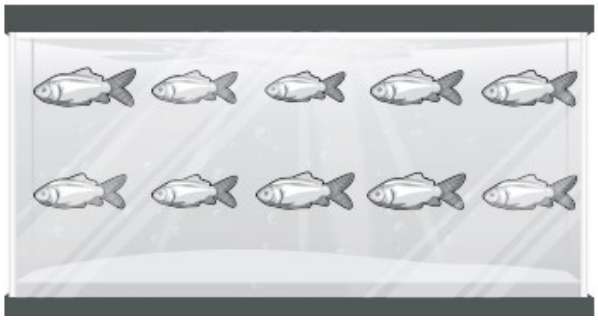
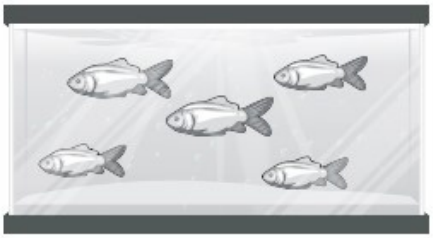


Notes (where applicable)	

Grade 1 Module 2 End-of-Module Assessment Task

Item #	1a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2A (Supporting)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to recognize instantly the quantity of structured arrangements.
Item Type	Equation editor (Math Short Answer)
Question Stem	Mr. Baggy owns a pet store. He has a big tank and a small tank of goldfish.
Prompt	Write the number of goldfish in each tank.
Image(s)	 
Image(s) Alt Text	Images are provided for more information.
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	10 5

Item #	1b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences;

Item Type	Equation editor (Math Short Answer)
Question Stem	Mr. Baggy owns a pet store. He has a big tank and a small tank of goldfish. Mr. Baggy sold 8 goldfish out of the big tank.
Prompt	Write a number sentence that represents the number of goldfish he had left in all.
Image(s)	 
Image(s) Alt Text	Images are provided for more information.
Number of Points	1
Scoring	Exact match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	15 - 8 = 7 10 - 8 = 2 + 5 = 7

Item #	1c
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Mr. Baggy owns a pet store. He has a big tank and a small tank of goldfish. Mr. Baggy sold 8 goldfish out of the big tank.
Prompt	How many goldfish did Mr. Baggy have left in all?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

Notes (where applicable)	
[RESPONSE1] Response(s)	Mr. Baggy had ___**7** goldfish left in all.

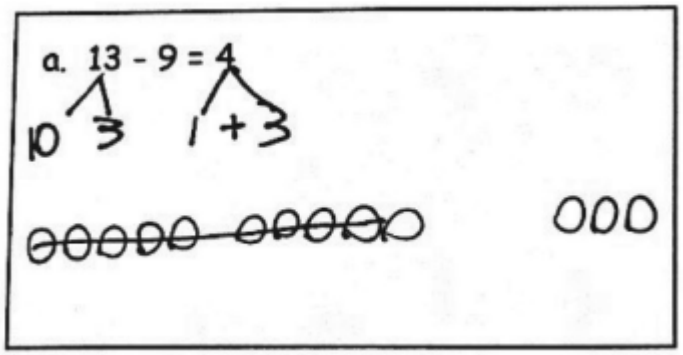
Item #	2a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5F (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the numbers that make the number sentences true.
Prompt	15 − 9 = 10 – _____ 11 − _____ = 4
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	15 − 9 = 10 – _____**4** 11 − _____**7** = 4

Item #	2b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5F (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the numbers that make the number sentences true.
Prompt	9 + ____ = 13 + 2

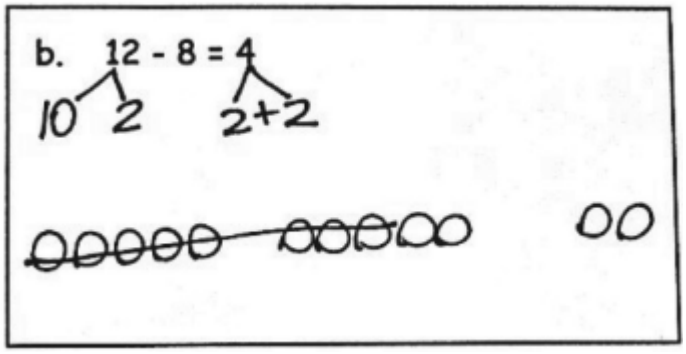
	8 + _____ = 12
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	9 + ____**6** = 13 + 2 8 + _____**4** = 12

Item #	3a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Constructed Response
Question Stem	Write a number bond for the number sentence to show how to use ten to subtract. Draw 5-groups and some ones to show the subtraction sentence.
Prompt	13 - 9 = 4.
Image(s)	
Image(s) Alt Text	
Number of Points	2
Scoring	Teacher scored
Rubric Notes	

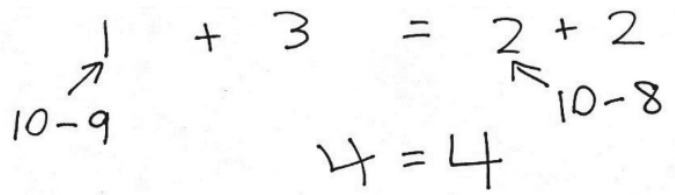
A Progression Toward Proficiency				
Assessment Task Item and Standards Assessed	Little evidence of reasoning without a correct answer.	Evidence of some reasoning without a correct answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence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

	<table><tr><td>**3(a) 1.3E** **3(b) 1.3E** **3(c) 1.5E**</td><td>Student is not able to correctly accomplish any component of the task, demonstrating a lack of understanding of the problems.</td><td>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.</td><td>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.</td><td>Student correctly: ▪ Models the number bonds and 5-group drawings. ▪ Explains how both problems equal 4 using numbers (i.e., 1 + 3 = 2 + 2).</td></tr></table> 
Notes (where applicable)	Depending on the platform that is chosen, the 13 - 9 = 4 may need to be pre-loaded in the drawing area for students to draw their number bonds onto.

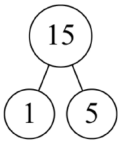
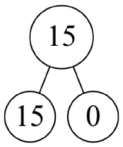
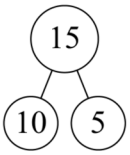
Item #	3b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences.
Item Type	Constructed Response
Question Stem	Write a number bond for the number sentence to show how to use ten to subtract. Draw 5-groups and some ones to show the subtraction sentence.
Prompt	12 - 8 = 4
Image(s)	
Image(s) Alt Text	
Number of Points	2
Scoring	Teacher Scored

Rubric Notes	**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.** **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). 
Notes (where applicable)	Depending on the platform that is chosen, the 13 - 9 = 4 may need to be pre-loaded in the drawing area for students to draw their number bonds onto.

Item #	3c
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5E (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to understand that the equal sign represents a relationship where expressions on each side of the equal sign represent the same value(s).
Item Type	Constructed Response
Question Stem	Use your pictures and numbers to explain how both subtraction problems equal 4.
Prompt	13 - 9 = 4 12 - 8 = 4
Image(s)	
Image(s) Alt Text	

Number of Points	1
Scoring	Teacher Scored
Rubric Notes	**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.** **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). 
Notes (where applicable)	Depending on the platform that is chosen, the 13 - 9 = 4 may need to be pre-loaded in the drawing area for students to draw their number bonds onto.

Item #	4a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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
Item Type	Multiple Choice
Question Stem	Mr. Baggy also has 15 snakes.
Prompt	Which number bond and number sentence show the number of snakes as a ten and some ones?
Image(s)	
Image(s) Alt Text	

Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	 1 + 5 = 15
Correct or Rationale	Student represented the 1 ten in 15 as 1 in the number bond and number sentence
B	 15 + 0 = 15
Correct or Rationale	Student chose an answer with a correct number sentence but an incorrect number bond since it shows 15 tens and 0 ones.
C	 10 + 5 = 15
Correct or Rationale	Correct.

Item #	4b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.

Item Type	Multiple Choice
Question Stem	Mr. Baggy also has 15 snakes. Mr. Baggy sold some snakes. Now he has 5 snakes.
Prompt	Which number sentence represents the number of snakes Mr. Baggy sold?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	15 + ? = 5
Correct or Rationale	Student chose an addition number sentence as opposed to a subtraction number sentence.
B	15 - ? = 5
Correct or Rationale	Correct.
C	15 + 5 = ?
Correct or Rationale	Student chose a number sentence that represents Mr. Baggy as getting 5 more snakes as opposed to having 5 snakes left over.

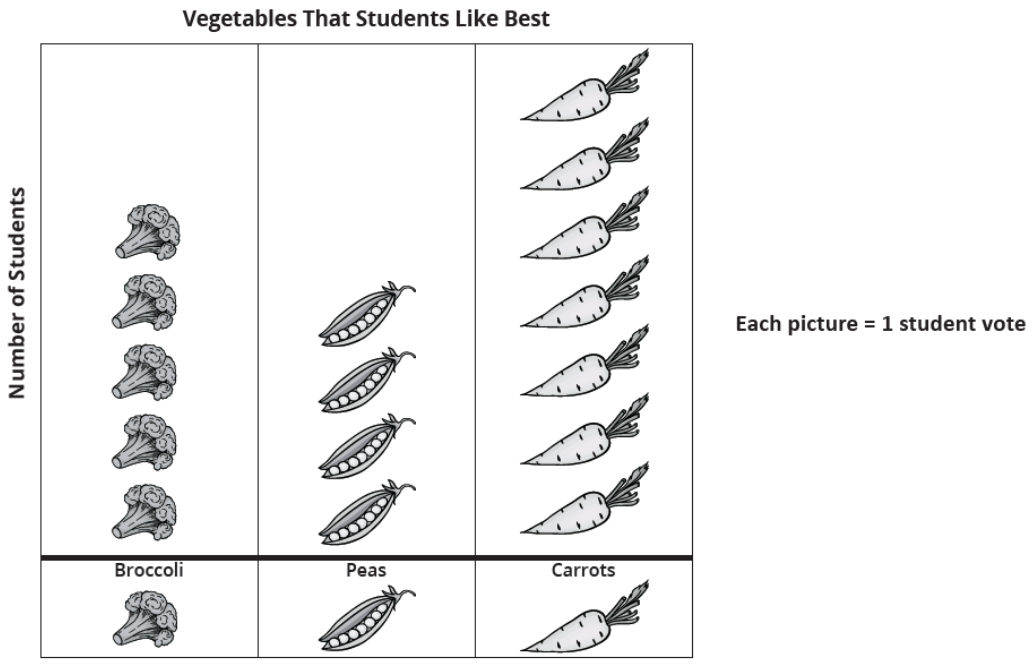
Item #	4c
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Mr. Baggy also has 15 snakes. Mr. Baggy sold some snakes. Now he has 5 snakes.
Prompt	How many snakes did Mr. Baggy sell?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact match
Rubric Notes	
Notes (where applicable)	
Response	10

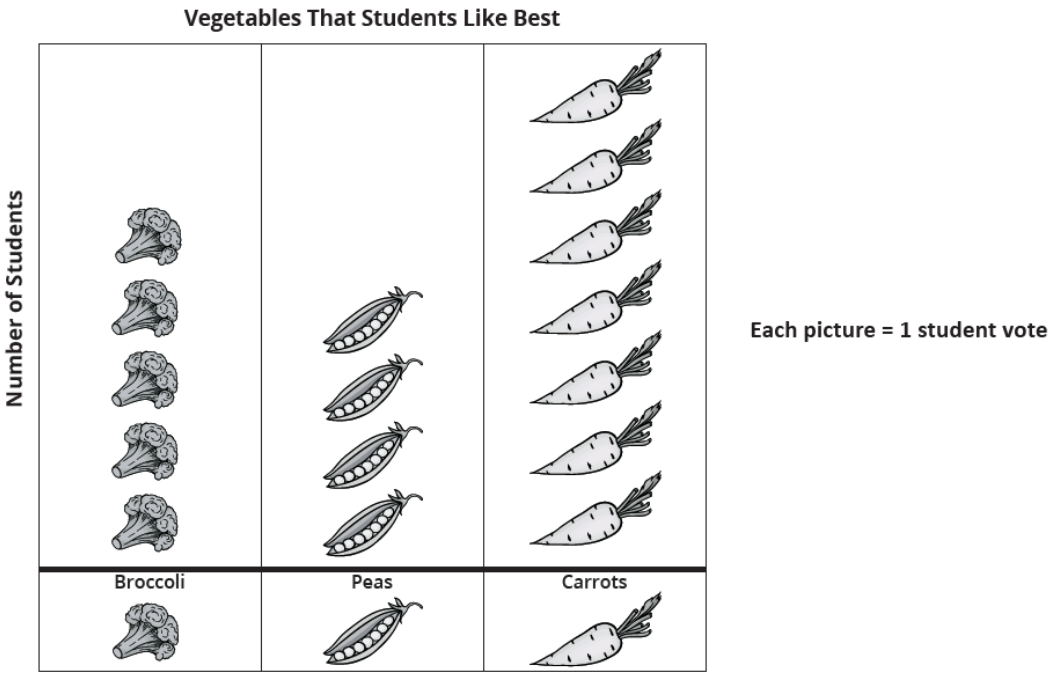
Item #	5a
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3F (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20
Item Type	Multiple Choice
Question Stem	Which story about Mr. Baggy's pet store best represents the number sentence below.
Prompt	6 + 4 = ?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	Mr. Baggy sells 6 lizards and 4 fish. He sold 10 pets.
Correct or Rationale	Correct.
B	Mr. Baggy has 6 birds. He sells 4 birds. He now has 10 birds.
Correct or Rationale	Students chose a situation that represents 6 - 4 but that has the correct solution for 6 + 4.
C	Mr. Baggy sells 6 cats and 4 dogs. He sold 2 pets.
Correct or Rationale	Student chose a situation that correctly represents 6 + 4 but that has an incorrect solution.

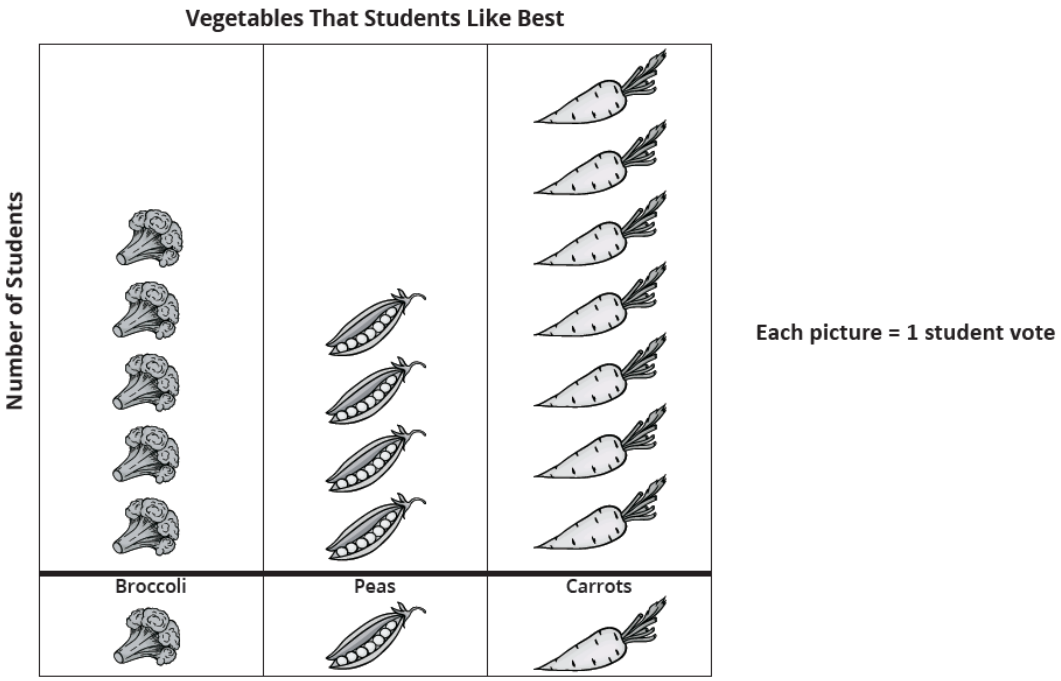
Item #	5b
Discipline	Math
Grade Level	1
Module	2
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3F (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20
Item Type	Multiple Choice
Question Stem	Which story about Mr. Baggy's pet store best represents the number sentence below.
Prompt	5 - 1 = ?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match

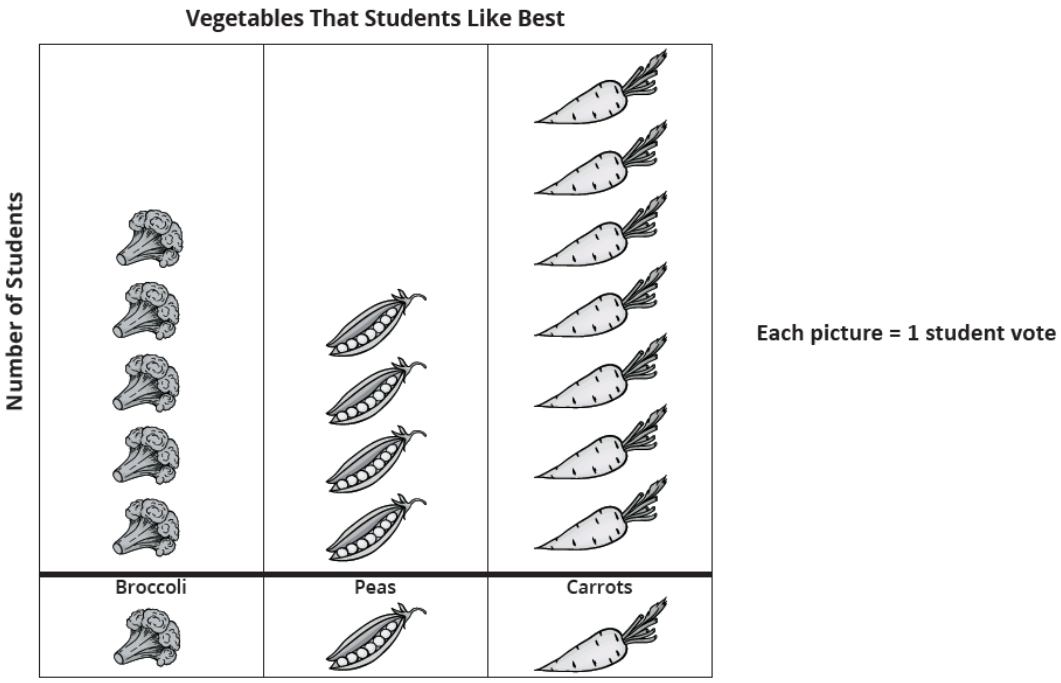
Rubric Notes	
Notes (where applicable)	
A	Mr. Baggy sells 5 frogs and 1 hermit crab. He sold 4 pets.
Correct or Rationale	Students chose a situation that represents 5 + 1 but that has the correct solution for 5 - 1.
B	Mr. Baggy has 5 hamsters. He sells 1 hamster. He now has 1 hamster.
Correct or Rationale	Correct.
C	Mr. Baggy has 5 ferrets. He sells 1 ferret. He now has 6 ferrets.
Correct or Rationale	Student chose a situation that correctly represents 5 - 1 but that has an incorrect solution.

Grade 1 Module 3 End-of-Module Assessment Task

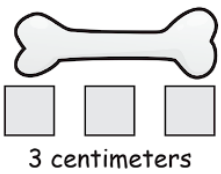
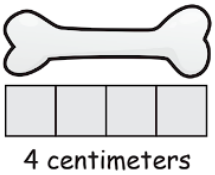
Item #	1a
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.8C (Supporting)
Strand	Data analysis.
Knowledge & Skills	The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.
Student Expectation	The student is expected to draw conclusions and generate and answer questions using information from picture and bar-type graphs.
Item Type	Equation editor (Math Short Answer)
Question Stem	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.
Prompt	How many students like carrots the best?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	7 students

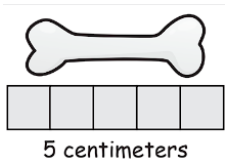
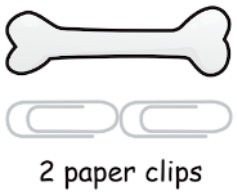
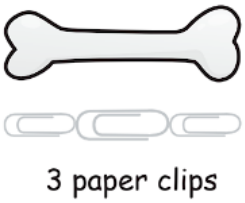
Item #	1b
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.8C (Supporting)
Strand	Data analysis.
Knowledge & Skills	The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.
Student Expectation	The student is expected to draw conclusions and generate and answer questions using information from picture and bar-type graphs.
Item Type	Equation editor (Math Short Answer)
Question Stem	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.
Prompt	How many students like carrots and peas the best?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	11 students

Item #	1c
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.8C (Supporting)
Strand	Data analysis.
Knowledge & Skills	The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.
Student Expectation	The student is expected to draw conclusions and generate and answer questions using information from picture and bar-type graphs.
Item Type	Equation editor (Math Short Answer)
Question Stem	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.
Prompt	How many total students answered the survey?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	16 students

Item #	1d
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.8C (Supporting)
Strand	Data analysis.
Knowledge & Skills	The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.
Student Expectation	The student is expected to draw conclusions and generate and answer questions using information from picture and bar-type graphs.
Item Type	Equation editor (Math Short Answer)
Question Stem	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.
Prompt	How many more students like broccoli than like peas the best?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	1 student

<table>
<tr><td>Item #</td><td>1e</td></tr>
<tr><td>Discipline</td><td>Math</td></tr>
<tr><td>Grade Level</td><td>1</td></tr>
<tr><td>Module</td><td>3</td></tr>
<tr><td>Assessment Type</td><td>End-of-Module Assessment</td></tr>
<tr><td>Standard (TEKS)</td><td>1.8C (Supporting)</td></tr>
<tr><td>Strand</td><td>Data analysis.</td></tr>
<tr><td>Knowledge & Skills</td><td>The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.</td></tr>
<tr><td>Student Expectation</td><td>The student is expected to draw conclusions and generate and answer questions using information from picture and bar-type graphs.</td></tr>
<tr><td>Item Type</td><td>Constructed Response</td></tr>
<tr><td>Question Stem</td><td>Write your own question by using the picture graph.</td></tr>
<tr><td>Prompt</td><td>What is the answer to your question?</td></tr>
<tr><td>Image(s)</td><td></td></tr>
<tr><td>Image(s) Alt Text</td><td></td></tr>
<tr><td>Number of Points</td><td>2</td></tr>
<tr><td>Scoring</td><td>Teacher Scored</td></tr>
<tr><td>Rubric Notes</td><td>
<table>
<tr><th colspan="5">A Progression Toward Proficiency</th></tr>
<tr><th>Assessment Task Item and Standards Assessed</th><th>Little evidence of reasoning without a correct answer.</th><th>Evidence of some reasoning without a correct answer.</th><th>Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.</th><th>Evidence of solid reasoning with a correct answer.</th></tr>
<tr><td>1(a) 1.8C
1(b) 1.8C
1(c) 1.8C
1(d) 1.8C
1(e) 1.8C</td><td>Student demonstrates little to no understanding of how to read or interpret the graph.</td><td>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.</td><td>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).</td><td>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.</td></tr>
</table>
Example Answer:
How many students like peas best? 4 students.</td></tr>
<tr><td>Notes (where applicable)</td><td>In order to preserve alignment to the open ended nature of the part of the standard 1.8C that says “generate and answer questions using info from graphs”, this item needs to remain a constructed response item.</td></tr>
</table>

Item #	2a
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7B (Supporting)
Strand	Geometry and measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to 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.
Item Type	Multi-Select Item
Question Stem	Which pictures show a correct measurement? Is a centimeter cube.
Prompt	Select **two** that apply.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	Student chose an image in which the same-size units reach from one end of the object to the other but have gaps between them; did not recognize that a correct measurement would require the same-size units to be laid end-to-end with no gaps between them.
B	
Correct or Rationale	Correct.

C	
Correct or Rationale	Student chose an image in which the same-size units are laid end-to-end with no gaps but reach beyond the ends of the object being measured.
D	
Correct or Rationale	Correct.
E	
Correct or Rationale	Student chose an image in which the units of length are not sized the same.

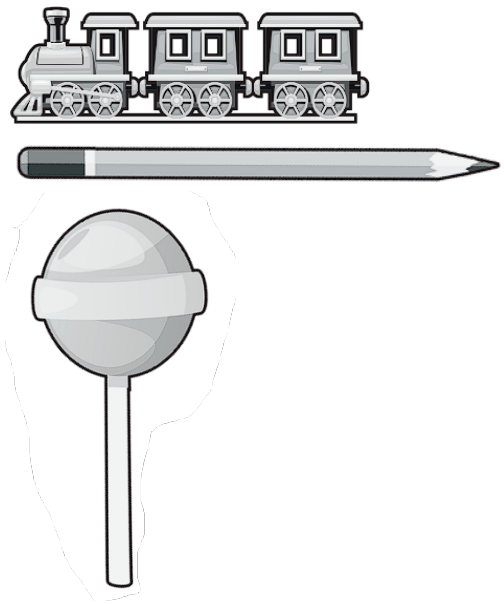
Item #	2b
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7B (Supporting)
Strand	Geometry and measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to 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.
Item Type	Multi-Select Item
Question Stem	What are three reasons the pictures you chose are correct?
Prompt	Select **three** that apply
Image(s)	
Image(s) Alt Text	
Number of Points	2
Scoring	Partial Match
Rubric Notes	

Notes (where applicable)	With the change to a machine scored item with distractor rationales, one suggestion may be to remove this part of the question entirely.
A	The number of units in each picture is the same.
Correct or Rationale	Student thought the number of units needed to be the same and did not account for the size of the units being different.
B	There are no gaps between the pieces used in each picture.
Correct or Rationale	Correct.
C	The units used in each picture are the same.
Correct or Rationale	Student thought that a correct measurement required the same units.
D	The pieces used to measure in each picture are the same size.
Correct or Rationale	Correct.
E	The pieces used to measure start at one end of the picture and go to the other end.
Correct or Rationale	Correct.

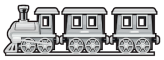
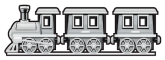
Item #	2c
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7D (Readiness)
Strand	Geometry and measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to 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.
Item Type	Inline Choice
Question Stem	Use the drop-down menus to show the length measurement for one of the correct pictures.
Prompt	[DROPDOWN1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	**IMPORTANT SCORING NOTE:** When a platform is chosen, this item will need to be set so that dropdown 1 can be scored as correct as 4 centimeters **or** 2 paperclips. We are only providing one drop-down (instead of the original question prompting for both lengths) to avoid the system giving students credit for entering the same answer twice.
[DROPDOWN1] Options * Correct	2 3 4 5 2 paper clips* 3 paper clips 3 centimeters 4 centimeters* 5 centimeters

Item #	2d
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7C (Supporting)
Strand	Geometry and measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to 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.
Item Type	Multiple Choice
Question Stem	In the picture below, the same crayon is correctly measured in two different ways.
Prompt	Which choice explains why these correct measurements are different?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	The pieces used in each picture are different sizes.
Correct or Rationale	Correct.
B	The pieces used in each picture go from one end of the crayon to the other.
Correct or Rationale	Student chose a reason that explains why each measurement is correct but does not explain why they are different.
C	The pieces used in each picture are stacked with no gaps between them.
Correct or Rationale	Student chose a reason that explains why each measurement is correct but does not explain why they are different.

Item #	3a
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7A (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement
Item Type	Equation Editor (Math Short Answer)
Question Stem	Measure the length of the picture of each item with centimeter cubes.
Prompt	The pencil is [RESPONSE1] centimeters.

	The train is [RESPONSE2] centimeters. The lollipop is [RESPONSE3] centimeters.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	A few notes here: For this item to function, the platform chosen will need to have the ability to include a digital measuring tool The images will need to be oriented horizontally or vertically to make it easier for students to orient their digital measuring tools correctly. Some platforms may allow you to upload a custom measurement tool. We propose a custom measuring tool that is made of one dozen centimeter cubes stacked with no gaps between them. This will allow students to measure all of the given objects. If a custom measuring tool is not able to be generated by the chosen platform, a secondary option is to ask students to complete this measurement **on paper**.
[RESPONSE1] Response(s)	11
[RESPONSE2] Response(s)	8
[RESPONSE3] Response(s)	9

Item #	3b
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)

Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	Student is expected to 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
Item Type	Drag and Drop
Question Stem	Drag and drop the object names to order them from shortest to longest.
Prompt	[RESPONSE1], [RESPONSE2], [RESPONSE3]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	This drag and drop may need to be structured differently depending on the platform that is chosen. In all cases, the draggable options should disappear once dragged into a response area.
Draggable Options (list)	pencil train  lollipop
[RESPONSE1]	train 
[RESPONSE2]	Lollipop
[RESPONSE3]	pencil

Item #	3c
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment

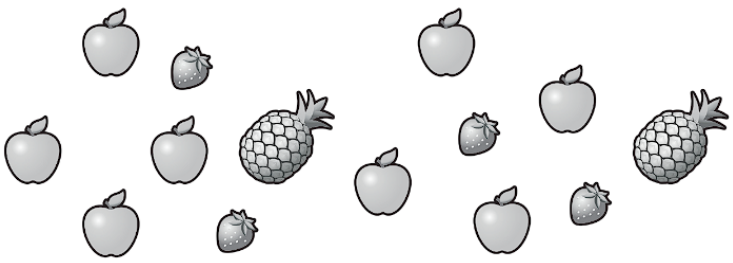
Standard (TEKS)	1.5D (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	Student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Fill in the blanks to make a number sentence that could be used to find ☐, how much shorter the lollipop is than the pencil.
Prompt	[RESPONSE1] + ☐ = [RESPONSE2]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	While there was a suggestion to make this item multiple choice, there is no way to do so without telling students the correct measurements for Part A.
[RESPONSE1] Response(s)	9
[RESPONSE2] Response(s)	11

Item #	3d
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	Student is expected to 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
Item Type	Equation Editor
Question Stem	How much longer is the pencil than the train?
Prompt	[RESPONSE1] centimeters
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match

Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	3

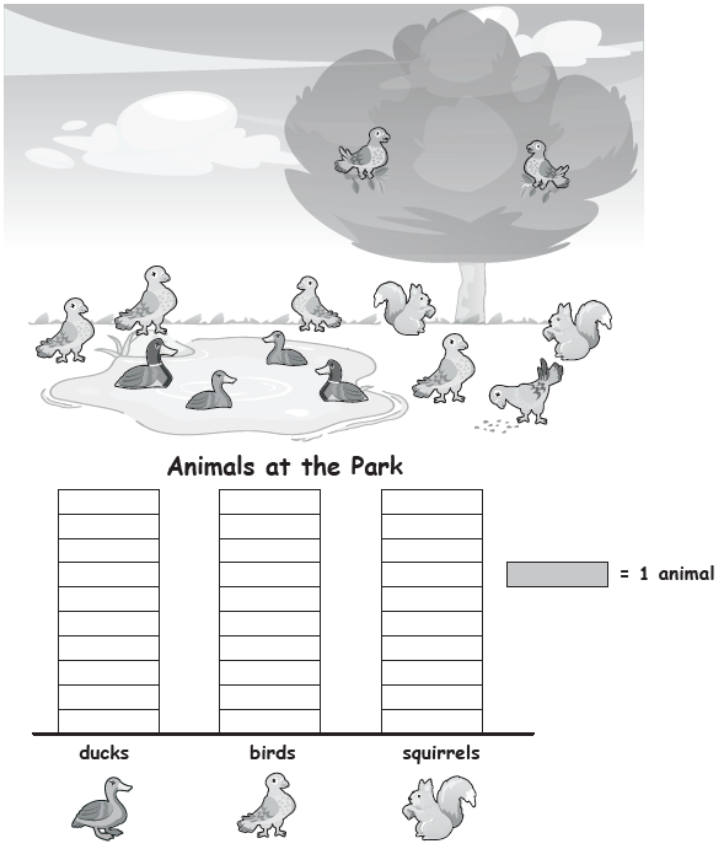
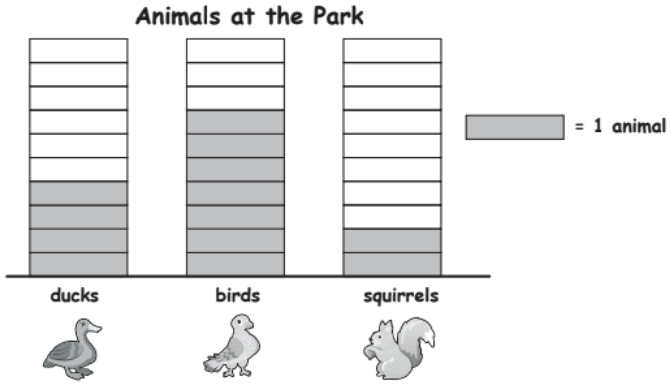
Item #	4
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.8A (Supporting)
Strand	Data Analysis
Knowledge & Skills	The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.
Student Expectation	The student is expected to collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts.
Item Type	Drag and Drop
Question Stem	This picture shows fruit people took to a party.
Prompt	Count the total number of each type of fruit. Drag and drop the tally-marks into the chart below to represent the total number of each type of fruit.

Type of Fruit	**Total**
Apples	[RESPONSE1]
Pineapples	[RESPONSE2]
Strawberries	[RESPONSE3]

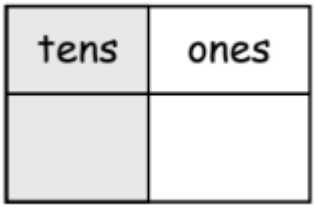
Image(s)	
Image(s) Alt Text	

Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	The two draggable response items should remain the draggable area even after they are dragged into the table so that students may reuse them.
Draggable Options (list)	
[RESPONSE1]	
[RESPONSE2]	
[RESPONSE3]	

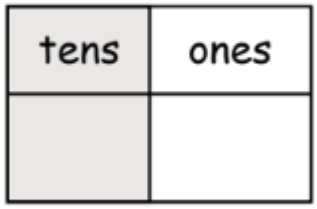
Item #	5
Discipline	Math
Grade Level	1
Module	3
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.8B (Readiness)
Strand	Data Analysis
Knowledge & Skills	The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems.
Student Expectation	The student is expected to use data to create picture and bar-type graphs.
Item Type	Graphing
Question Stem	Make a bar graph to organize the data in the picture and to show how many ducks, birds, and squirrels are at the park.
Prompt	N/A (see above stem)

Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	

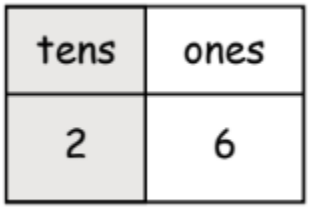
Grade 1 Module 4 Mid-Module Assessment Task

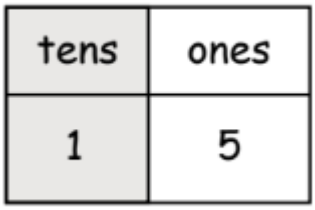
Item #	1a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the number as tens and ones.
Prompt	 31
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	3 tens 1 ones

Item #	1b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the number as tens and ones.
Prompt	 19
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	1 tens 9 ones

Item #	1c
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Use the place value chart to write the number.

Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	26

Item #	1d
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Use the place value chart to write the number.
Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

Notes (where applicable)	
[RESPONSE1] Response(s)	15

Item #	2a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2F (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to order whole numbers up to 120 using place value and open number lines.
Item Type	Drag and Drop - Ordering
Question Stem	Order the numbers below from least to greatest.
Prompt	[RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	How this item will be structured depends significantly on the platform selected. Some platforms will allow a strict ordering item where students can rearrange the numbers in a single response field (as is indicated here), while others will require them to be placed in buckets, which would require a separate response field for each number. This will change how the prompt and response area will need to be designed. We would not suggest placing the open number line beneath the response area as students likely will not be able to customize how far apart they place the numbers (and the system will likely not recognize these differences). That said, **if** the platform allows it, it may be possible to place the number line beneath the response area.
Draggable Options (list)	3, 22, 19, 29, 35
[RESPONSE1]	

Item #	2b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use place value to compare whole numbers up to 120 using comparative language.
Item Type	Inline Choice
Question Stem	For each pair of numbers below, select the tens or the ones on the place value chart to show which digit you looked at to help you put the pair of numbers in order from least to greatest.
Prompt	I looked at the [DROPDOWN1] place to compare 22 and 29. I looked at the [DROPDOWN2] place to compare 29 and 35.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] *Correct Answer	tens ones*
[DROPDOWN2] *Correct Answer	tens* ones

Item #	3a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Complete each sentence.

Prompt	39 is _____ tens and _____ ones.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	3 9

Item #	3b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Complete each sentence.
Prompt	40 = _____ tens _____ ones.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	4 0

Item #	3c
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations

Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Complete each sentence.
Prompt	2 tens and 3 ones is the same as ____ ones.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	23

Item #	4a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Inline Choice
Question Stem	Use the drop down menu to make equal amounts.
Prompt	21 = [DROPDOWN1] tens [DROPDOWN2] ones
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	1 2* 20
[DROPDOWN2] Options	1* 2

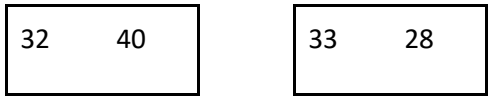
* Correct	20

Item #	4b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Inline Choice
Question Stem	Use the drop down menu to make equal amounts.
Prompt	4 [DROPDOWN1] = 40 [DROPDOWN2]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	ones tens*
[DROPDOWN2] Options * Correct	ones* tens

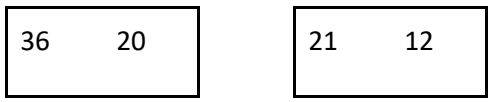
Item #	4c
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Inline Choice

Question Stem	Use the drop down menu to make equal amounts.
Prompt	36 ones = 3 [DROPDOWN1] 6 [DROPDOWN2]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	ones tens*
[DROPDOWN2] Options * Correct	ones* tens

Item #	4d
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Inline Choice
Question Stem	Use the drop down menu to make equal amounts.
Prompt	12 ones = [DROPDOWN1] tens [DROPDOWN2] ones
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	1* 2 10
[DROPDOWN2] Options * Correct	1 2* 10

Item #	5a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2E (Supporting)
Strand	Number and Operations
Knowledge & Skills	Enter Knowledge & Skills statement associated with Strand (e.g., The student applies mathematical process standards to analyze and create patterns and relationships.).
Student Expectation	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Item Type	Hotspot
Question Stem	Click the number in each pair that is *greater*.
Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Clickable Region 1	32
Clickable Region 2	40
Clickable Region 3	33
Clickable Region 4	28
Correct Response(s)	40 (Region 2), 33 (Region 3)

Item #	5b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2E (Supporting)
Strand	Number and Operations
Knowledge & Skills	Enter Knowledge & Skills statement associated with Strand (e.g., The student applies mathematical process standards to analyze and create patterns and relationships.).
Student Expectation	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Item Type	Hotspot
Question Stem	Click the number in each pair that is *less*.

Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Clickable Region 1	36
Clickable Region 2	20
Clickable Region 3	21
Clickable Region 4	12
Correct Response(s)	20 (Region 2), 12 (Region 4)

Item #	6a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2G (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to represent the comparison of two numbers to 100 using the symbols >, <, or =.
Item Type	Inline Choice
Question Stem	Use the drop down menu to compare the pair of numbers below.
Prompt	3 tens 5 ones [DROPDOWN1] 2 tens 8 ones
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	< >* =

Item #	6b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2G (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to represent the comparison of two numbers to 100 using the symbols >, <, or =.
Item Type	Inline Choice
Question Stem	Use the drop down menu to compare the pair of numbers below.
Prompt	30 [DROPDOWN1] 3
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	 >* =

Item #	6c
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2G (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to represent the comparison of two numbers to 100 using the symbols >, <, or =.
Item Type	Inline Choice
Question Stem	Use the drop down menu to compare the pair of numbers below.
Prompt	23 [DROPDOWN1] 32
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

Notes (where applicable)	
[DROPDOWN1] Options * Correct	<* > =

Item #	6d
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2G (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to represent the comparison of two numbers to 100 using the symbols >, <, or =.
Item Type	Inline Choice
Question Stem	Use the drop down menu to compare the pair of numbers below.
Prompt	19 [DROPDOWN1] 21
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	< * > =

Item #	7a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery numbers. Use the arrow way.
Prompt	10 more than 19 is _____ .

Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	29

Item #	7b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery numbers. Use the arrow way.
Prompt	10 less than 19 is _____ .
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	9

Item #	7c
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery numbers. Use the arrow way.
Prompt	10 more than 23 is ____ .
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	33

Item #	7d
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery numbers.
Prompt	10 less than 23 is ____ . Use the arrow way.

Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	13

Item #	8a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3A (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Solve for the unknown number. Use quick tens, a number bond, or the arrow way to show your work.
Prompt	30 + 6 = [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1]	36

Item #	8b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment

Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Hot Spot / Drop Down
Question Stem	Solve for the unknown number. Use quick tens, a number bond, or the arrow way to show your work.
Prompt	3 tens - [DROPDOWN1] [DROPDOWN2] = 1 ten
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] *correct	1 2* 3 4
[DROPDOWN2] *correct	ones tens*

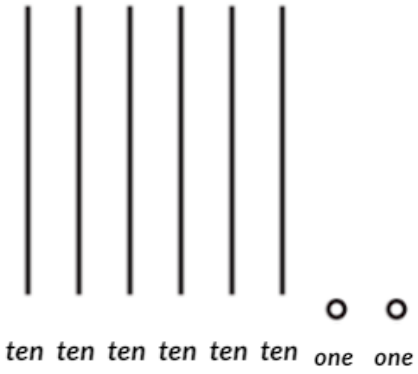
Item #	8c
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Solve for the unknown number. Use quick tens, a number bond, or the arrow way to show your work.
Prompt	11 + 10 = [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1]	21

Item #	8d
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Solve for the unknown number. Use quick tens, a number bond, or the arrow way to show your work.
Prompt	40 - 30 = [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1]	10

Item #	8e
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Solve for the unknown number. Use quick tens, a number bond, or the arrow way to show your work.
Prompt	20 + [RESPONSE1] = 30
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

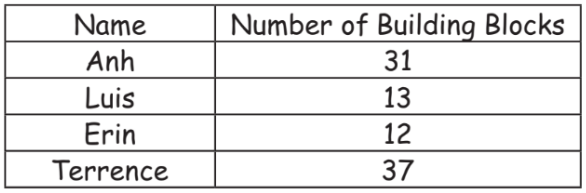
Notes (where applicable)	
[RESPONSE1]	10

Item #	9a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2C (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120
Item Type	Drag and Drop
Question Stem	Which picture could be used to represent the number 62?
Prompt	62 [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	The tens line and units dot should remain as choices after they have been dragged so that students can use them more than once to represent the number 62
Draggable Options (list)	 *ten* *one*

[RESPONSE1]	

Item #	9b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2C (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Think about the number 62.
Prompt	Write 62 using expanded form.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	60 + 2 = 62

Item #	10
Discipline	Math
Grade Level	1
Module	4
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2F (Supporting)
Strand	Number and Operations

Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to order whole numbers up to 120 using place value and open number lines.
Item Type	Multiple choice
Question Stem	Four friends counted the number of building blocks they had.
Prompt	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.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	31, 13, 12, 37
Correct or Rationale	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.
B	31, 12, 13, 37
Correct or Rationale	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.
C	12, 13, 31, 37
Correct or Rationale	Option C is correct.
D	37, 31, 13, 12
Correct or Rationale	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.

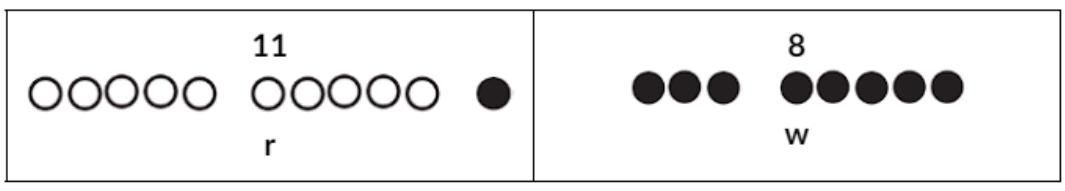
Name	Number of Building Blocks
Anh	31
Luis	13
Erin	12
Terrence	37

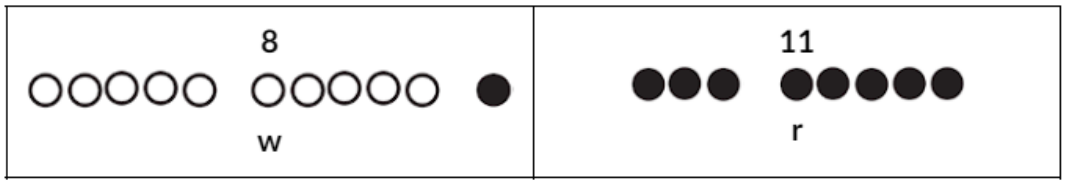
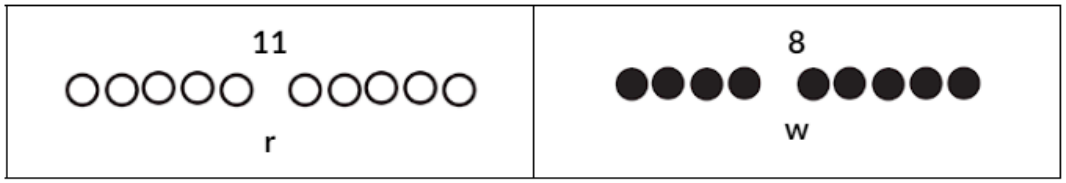
Grade 1 Module 4 End-of-Module Assessment Task

Item #	1a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Multiple Choice
Question Stem	Olivia is having a party for 17 of her friends. She already invited some friends. She has 12 more invitations to send.
Prompt	Which number sentence can be used to find the number of friends Olivia has already invited to the party?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	Note that we suggested focusing this item on the number sentences as question 2a can be used to focus on pictorial models.
A	17 + 12 = ?
Correct or Rationale	Student selected a number sentence that adds the two given values to find an unknown; may have been unsure of how to represent an unknown in a different position.
B	17 = 12 + ?
Correct or Rationale	Correct.
C	17 + ? = 12
Correct or Rationale	Student mistook the role of 17 and 12 in the context of the problem.

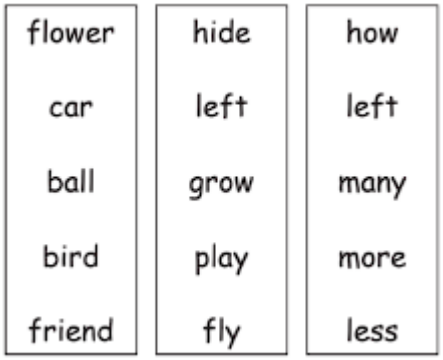
Item #	1b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)

Question Stem	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.
Prompt	How many friends has Olivia already invited?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	17 = 5 + 12 Olivia already invited 5 friends.

Item #	2a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Multiple Choice
Question Stem	Maria bought 11 red balloons and 8 white balloons.
Prompt	Which model correctly represents the number of red and white balloons Maria bought?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	Correct.

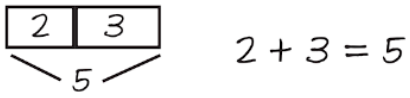
B	
Correct or Rationale	Student selected a model that splits the balloons accurately but is mislabeled.
C	
Correct or Rationale	Student selected a model that splits the balloons into groups of ten.

Item #	2b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Use the RDW process to solve the following problem. Maria bought 11 red balloons and 8 white balloons.
Prompt	How many balloons did Maria buy?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	11 + 8 = 19 Maria bought 19 balloons.

<table>
<tr><td>Item #</td><td>3</td></tr>
<tr><td>Discipline</td><td>Math</td></tr>
<tr><td>Grade Level</td><td>1</td></tr>
<tr><td>Module</td><td>4</td></tr>
<tr><td>Assessment Type</td><td>End-of-Module Assessment</td></tr>
<tr><td>Standard (TEKS)</td><td>1.3F (Readiness)</td></tr>
<tr><td>Strand</td><td>Number and Operations</td></tr>
<tr><td>Knowledge & Skills</td><td>The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.</td></tr>
<tr><td>Student Expectation</td><td>The student is expected to generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20.</td></tr>
<tr><td>Item Type</td><td>Constructed Response</td></tr>
<tr><td>Question Stem</td><td>Write a story problem about the number sentence below. Use the word bank if it helps you. Then, solve your problem.</td></tr>
<tr><td>Prompt</td><td>2 + 3 = ☐</td></tr>
<tr><td>Image(s)</td><td> 
</td></tr>
<tr><td>Image(s) Alt Text</td><td></td></tr>
<tr><td>Number of Points</td><td>2</td></tr>
<tr><td>Scoring</td><td>Teacher Scored</td></tr>
<tr><td>Rubric Notes</td><td>
<table>
<tr><th colspan="5">A Progression Toward Proficiency</th></tr>
<tr><th>Assessment Task Item and Standards Assessed</th><th>Little evidence of reasoning without a correct answer.</th><th>Evidence of some reasoning without a correct answer.</th><th>Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.</th><th>Evidence of solid reasoning with a correct answer.</th></tr>
<tr><td>4

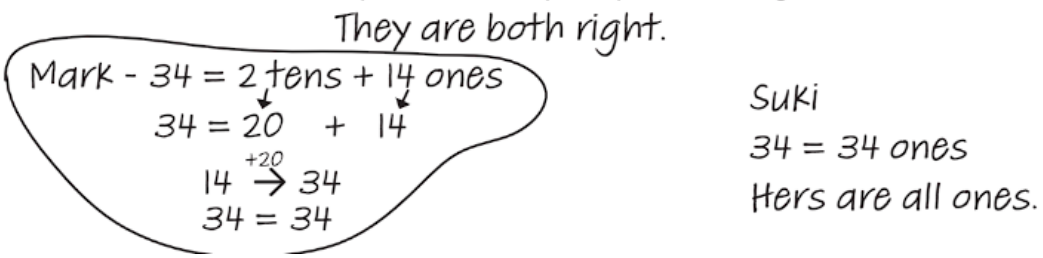
1.5A</td><td>The student is unable to complete any numbers.</td><td>The student completes one number in the sequence.</td><td>The student completes two numbers in the sequence.</td><td>The student identifies all numbers in the sequence
▪ 16, 17, 18, 19, 20</td></tr>
</table>

Sample Answer:</td></tr>
</table>

	There are 2 birds in the tree and 3 birds on the ground. How many birds in all? 
Notes (if applicable)	This item needs to remain a constructed response due to the open ended nature of the question and how important this is to the standard.

Item #	4
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5A (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to recite numbers forward and backward from any given number between 1 and 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Fill in the missing numbers in the sequence:
Prompt	____, 17, ____, 19, ____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	16, 18, 20

Item #	5a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations

<table>
<tr><td>Knowledge & Skills</td><td>The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.</td></tr>
<tr><td>Student Expectation</td><td>The student is expected to 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.</td></tr>
<tr><td>Item Type</td><td>Constructed Response with Drawing Enabled</td></tr>
<tr><td>Question Stem</td><td>Mark says that 34 is the same as 2 tens and 14 ones. Suki says that 34 is the same as 34 ones.</td></tr>
<tr><td>Prompt</td><td>Are they correct? Explain your thinking.</td></tr>
<tr><td>Image(s)</td><td></td></tr>
<tr><td>Image(s) Alt Text</td><td></td></tr>
<tr><td>Number of Points</td><td>2</td></tr>
<tr><td>Scoring</td><td>Teacher Scored</td></tr>
<tr><td>Rubric Notes</td><td>
<table>
<tr><th colspan="5">A Progression Toward Proficiency</th></tr>
<tr><th>Assessment Task Item and Standards Assessed</th><th>Little evidence of reasoning without a correct answer.</th><th>Evidence of some reasoning without a correct answer.</th><th>Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.</th><th>Evidence of solid reasoning with a correct answer.</th></tr>
<tr><td>5(a) 1.2B
5(b) 1.5C</td><td>The student does not demonstrate understanding of comparing numbers based on tens and ones. Fewer than one section is correctly answered.</td><td>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.</td><td>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).</td><td>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.</td></tr>
</table>
Sample Answer:
 

</td></tr>
<tr><td>Notes (where applicable)</td><td>We have kept this item as a constructed response given the nature of what this item is looking for. While a machine-scored item could be made that would allow students to identify representations that are equal to 34, the focus on the explanation here requires a constructed response.</td></tr>
</table>

Item #	5b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	This student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery numbers. Use the place value charts to show how you know.
Prompt	10 more than 29 is ____. 10 less than 29 is ____.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	39
[RESPONSE2] Response(s)	19

Item #	6a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3A (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Solve for the unknown number.
Prompt	18 + 10 = [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match

Rubric Notes	
Notes (where applicable)	Students should be encouraged to show their work on paper. Standard Note: In the assessment, this item is tagged as listed in the template. However, the item likely is supposed to be tagged to 1.5C given that 18+10 is not a multiple of 10 + a one-digit number
[RESPONSE1]	28

Item #	6b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Solve for the unknown number.
Prompt	40 - 30 = [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	Students should be encouraged to show their work on paper.
[RESPONSE1]	10

Item #	6c
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3A (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.
Item Type	Equation Editor (Math Short Answer)
Question Stem	Solve for the unknown number.
Prompt	30 + 4 = [RESPONSE1]
Image(s)	

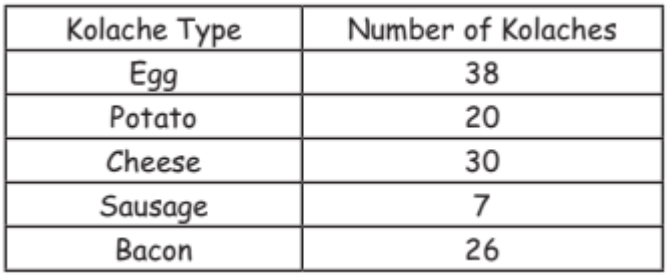
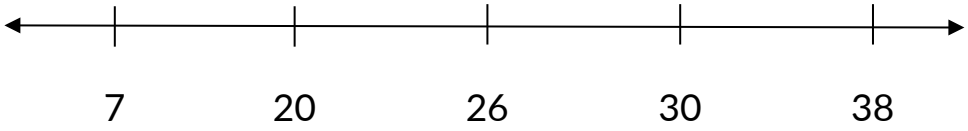
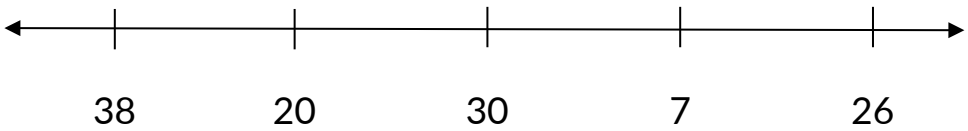
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	Students should be encouraged to show their work on paper.
[RESPONSE1]	34

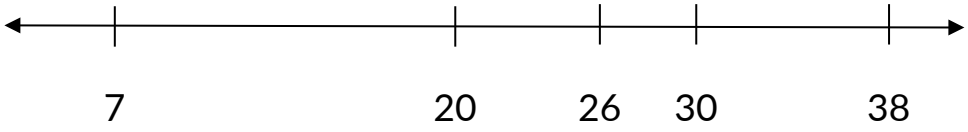
Item #	7a
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2F (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to order whole numbers up to 120 using place value and open number lines.
Item Type	Inline Choice
Question Stem	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.
Prompt	Use the drop-down menus below to list the number of deer in order from *greatest* to *least*. [DROPDOWN1], [DROPDOWN2], [DROPDOWN3], [DROPDOWN4]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	This represents the first prompting from the original question 7
[DROPDOWN1] Options * Correct	32 23 19 35*
[DROPDOWN2] Options * Correct	32* 23 19 35
[DROPDOWN3] Options * Correct	32 23* 19 35

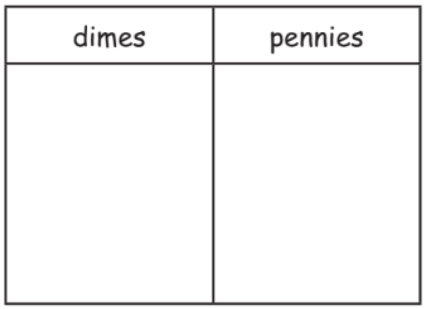
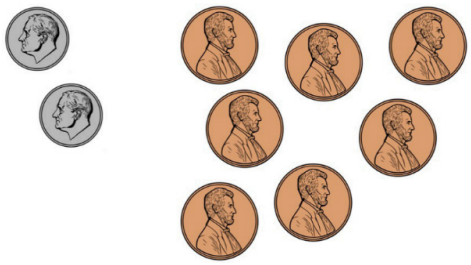
[DROPDOWN4] Options * Correct	32 23 19* 35

Item #	7b
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2F (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to order whole numbers up to 120 using place value and open number lines.
Item Type	Inline Choice
Question Stem	Carson County has 29 deer.
Prompt	Use the drop-down menus below to identify where the number 29 would go in the order from Part A. 29 would go between [DROPDOWN1] and [DROPDOWN2].
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	This represents the second prompting from the original question 7
[DROPDOWN1] Options * Correct	32* 23 19 35
[DROPDOWN2] Options * Correct	32 23* 19 35

Item #	8
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2F (Supporting)
Strand	Number and Operations

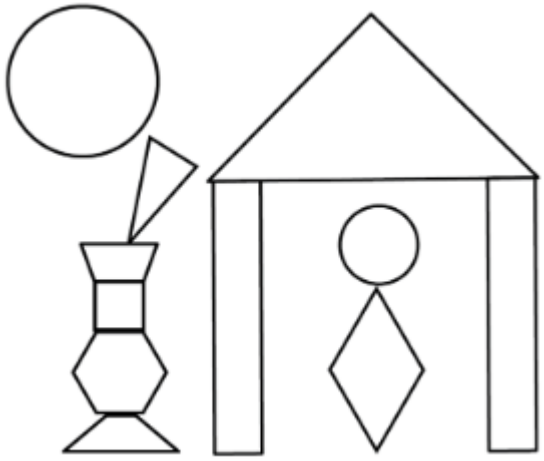
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to order whole numbers up to 120 using place value and open number lines.
Item Type	Multiple Choice
Question Stem	Xavier brings five different types of kolaches to work. The table below shows the number of each type of kolache he brings.
Prompt	Which number line correctly represents the number of Kolaches of each type Xavier brought to work?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	Student selected a number line that ordered the numbers correctly but spaced the numbers equally on the number line.
B	
Correct or Rationale	Student selected a number line that shows the numbers in the order they are given in the table.

C	
Correct or Rationale	Correct.

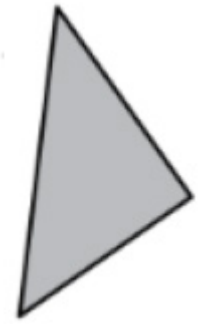
Item #	9
Discipline	Math
Grade Level	1
Module	4
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2C (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Complete the place value chart and fill in the blanks to represent the amount of money.
Prompt	_____ tens _____ ones = _____
Image(s)	 
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

Notes (where applicable)	
[RESPONSE1] Response(s)	2 dimes 7 pennies 2 tens 7 ones = 27

Grade 1 Module 5 End-of-Module Assessment Task

Item #	1a-e
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6D (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons, and describe their attributes using formal geometric language.
Item Type	Equation Editor (Math Short Answer)
Question Stem	
Prompt	Write how many of each shape there are in the response boxes. Circles: [RESPONSE1] Rectangles: [RESPONSE2] Triangles: [RESPONSE3] Hexagon: [RESPONSE4] Rhombuses: [RESPONSE5]
Image(s)	
Image(s) Alt Text	An image is provided for more information.
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	2

[RESPONSE2] Response(s)	3
[RESPONSE3] Response(s)	2
[RESPONSE4] Response(s)	1
[RESPONSE5] Response(s)	1

Item #	2a
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6A (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.
Item Type	Inline Choice
Question Stem	
Prompt	Is the shape below a triangle?  Use the first drop down below to say Yes or No. The shape [DropDown1] a triangle. If it is not, use the second drop down below to explain why. [DropDown2].
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match

Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	is* is not
[DROPDOWN2] Options * Correct	The shape is not a triangle because it has more than 3 sides. The shape is not a triangle because it is not closed. Leaving this blank*

Item #	2b
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6B (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.
Item Type	Inline Choice
Question Stem	
Prompt	Is the shape below a triangle? Use the first drop down below to say Yes or No. The shape [DropDown1] a triangle. If it is not, use the second drop down below to explain why. [DropDown2].
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match

Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	is is not*
[DROPDOWN2] Options * Correct	The shape is not a triangle because it has more than 3 sides.* The shape is not a triangle because it is not closed. Leaving this blank

Item #	2c
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6B (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.
Item Type	Inline Choice
Question Stem	
Prompt	Is the shape below a triangle? Use the first drop down below to say Yes or No. The shape [DropDown1] a triangle. If it is not, use the second drop down below to explain why. [DropDown2].
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	

[DROPDOWN1] Options * Correct	is is not*
[DROPDOWN2] Options * Correct	The shape is not a triangle because it has more than 3 sides. The shape is not a triangle because it is not closed.* Leaving this blank

Item #	2d
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6A (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to classify and sort regular and irregular two-dimensional shapes based on attributes using informal geometric language.
Item Type	Inline Choice
Question Stem	
Prompt	Is the shape below a triangle? Use the first drop down below to say Yes or No. The shape [DropDown1] a triangle. If it is not, use the second drop down below to explain why. [DropDown2].
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options	is* is not

* Correct	
[DROPDOWN2] Options * Correct	The shape is not a triangle because it has more than 3 sides. The shape is not a triangle because it is not closed. Leaving this blank*

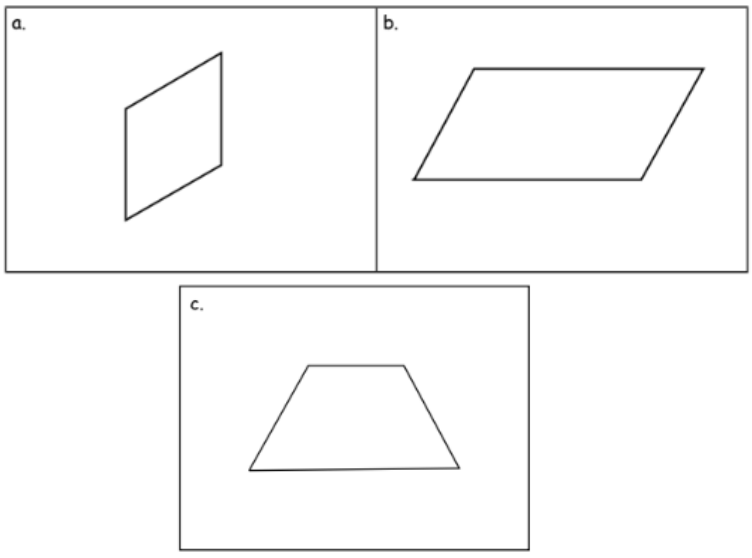
Item #	3a
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6B (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.
Item Type	Multiselect
Question Stem	Select the attributes that are used to describe *all* cylinders.
Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	Cylinders can roll.
Correct/Incorrect	Correct.
B	Cylinders are hollow.
Correct/Incorrect	Incorrect. Student thought that if a shape appearing to be a cylinder is solid, it would be named something other than a cylinder.
C	Cylinders are made of paper.
Correct/Incorrect	Incorrect. Student thought that if a shape appearing to be a cylinder is made from something other than paper, it would be named something other than a cylinder.
D	Cylinders have 2 faces made of circles or ovals.
Correct/Incorrect	Correct.

Item #	3b
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6B (Supporting)
Strand	Geometry and Measurement

Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.
Item Type	Multiselect
Question Stem	Select the attributes that are used to describe *all* rectangular prisms.
Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	Rectangular prisms can roll.
Correct/Incorrect	Incorrect. Student thought that if a shape appearing to be a rectangular prism could not roll, it would be named something other than a rectangular prism.
B	The faces of a rectangular prism are rectangles.
Correct/Incorrect	Correct
C	Rectangular prisms have 6 faces.
Correct/Incorrect	Correct
D	Rectangular prisms are always blue.
Correct/Incorrect	Incorrect. Student thought that if a shape appearing to be a rectangular prism is a color other than blue, it would be named something other than a rectangular prism.

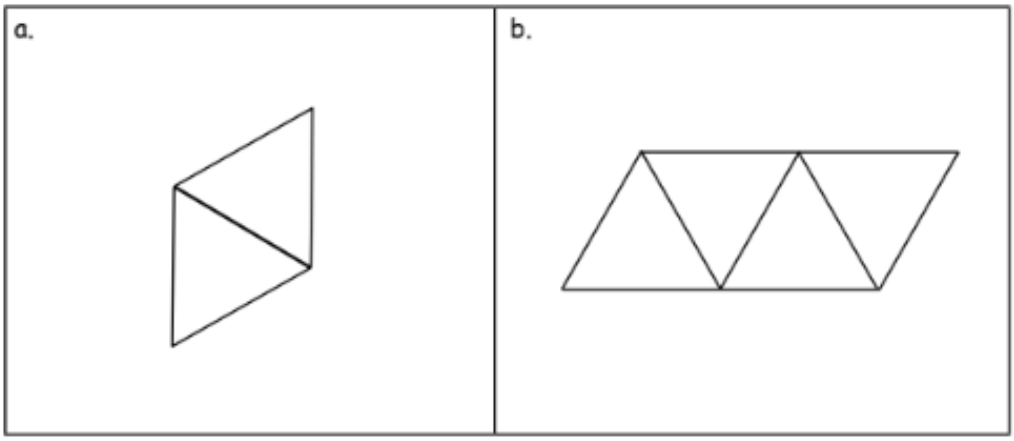
Item #	3c
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6B (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to distinguish between attributes that define a two-dimensional or three-dimensional figure and attributes that do not define the shape.
Item Type	Multiselect
Question Stem	Select the attributes that are used to describe *all* triangular prisms.
Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

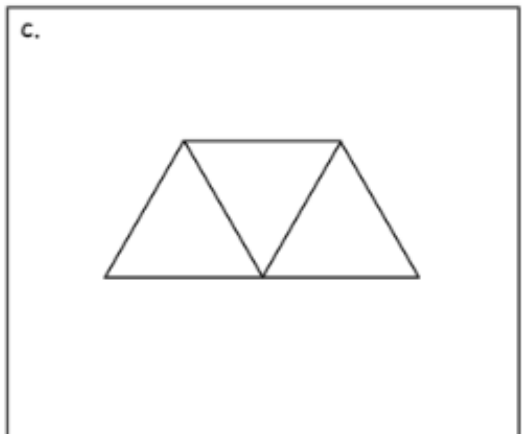
Notes (where applicable)	
A	Triangular prisms are big.
Correct/Incorrect	Incorrect. Student thought that if a shape appearing to be a triangular prism was not big, it would be named something other than a triangular prism.
B	Triangular prisms have 3 faces that are rectangles.
Correct/Incorrect	Correct
C	Triangular prisms have 2 faces that are triangles.
Correct/Incorrect	Correct
D	Triangular prisms are shiny.
Correct/Incorrect	Incorrect. Student thought that if a shape appearing to be a triangular prism was not shiny, it would be named something other than a triangular prism.

Item #	4a-c
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6F (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to compose two-dimensional shapes by joining two, three, or four figures to produce a target shape in more than one way if possible.
Item Type	Constructed Response
Question Stem	
Prompt	Use your triangle pattern blocks to cover the shapes below. Draw lines to show how you made each shape with your triangles.
Image(s)	

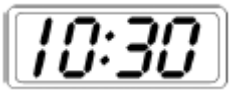
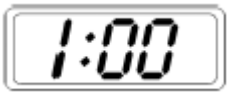
Image(s) Alt Text	An image is provided for more information.
Number of Points	Select number of points.
Scoring	Teacher scored.
Rubric Notes	

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.**
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



	
Notes (where applicable)	Based on how this item is currently constructed here, it might be best for students to interact with it via paper. Depending on the platform used, this could be made into a machined scored item if there are manipulatives available.

Item #	5a-d
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7E (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to tell time to the hour and half hour using analog and digital clocks.
Item Type	Drag and Drop (Matching)
Question Stem	
Prompt	Drag and drop the clocks to match them to the times stated below. Ten o'clock [RESPONSE1] Ten thirty [RESPONSE2] One o'clock [RESPONSE3] Three thirty [RESPONSE4]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	

Draggable Options (list)	
[RESPONSE1]	
[RESPONSE2]	
[RESPONSE3]	
[RESPONSE4]	

Item #	6a
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7E (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to tell time to the hour and half hour using analog and digital clocks.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the time.
Prompt	

Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	1:00

Item #	6b
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7E (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to tell time to the hour and half hour using analog and digital clocks.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the time.
Prompt	
Image(s)	
Image(s) Alt Text	

Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	6:00

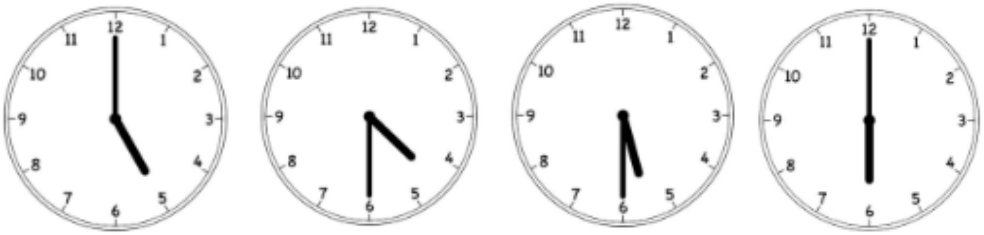
Item #	6c
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7E (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to tell time to the hour and half hour using analog and digital clocks.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the time.
Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	1:30

Item #	6d
Discipline	Math
Grade Level	1
Module	5

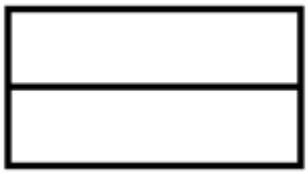
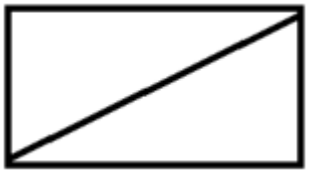
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7E (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to tell time to the hour and half hour using analog and digital clocks.
Item Type	Hotspot
Question Stem	
Prompt	Select the clock that shows half past 5 o'clock.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Clickable Region 1	
Clickable Region 2	

Clickable Region 3	
Correct Response(s)	

Item #	7a-b
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.7E (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to select and use units to describe length and time.
Student Expectation	The student is expected to tell time to the hour and half hour using analog and digital clocks.
Item Type	Drag and Drop (Matching)
Question Stem	
Prompt	Drag and drop the clocks to match them to the times below. 4:30 [RESPONSE1] 5:00 [RESPONSE2]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	

Draggable Options (list)	
[RESPONSE1]	
[RESPONSE2]	

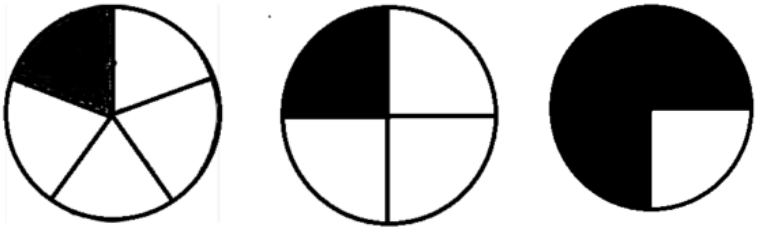
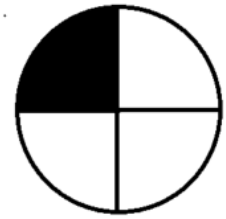
Item #	8a
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6G (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.
Item Type	Multiple Choice
Question Stem	
Prompt	Which rectangle has a line drawn on it to make two squares the same size?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

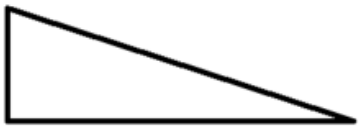
Notes (where applicable)	
A	
Rationale	Student chose a rectangle divided into 2 rectangles that are the same size.
B	
Correct	Correct.
C	
Rationale	Student chose a rectangle divided into 2 triangles that are the same size.

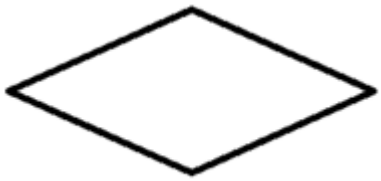
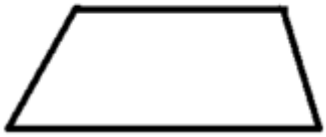
Item #	8b
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6G (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.
Item Type	Inline Choice
Question Stem	Use the figure below to answer the following question.
Prompt	Use the drop down menu below to make the statement true. One square makes up [DropDown1] of the rectangle above.

Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	one half one quarter*

Item #	8c
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6G (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to partition two-dimensional figures into two and four fair shares or equal parts and describe the parts using words.
Item Type	Drag and Drop (Matching)
Question Stem	
Prompt	Drag and drop the circle that matches the fraction below. A circle that is one fourth shaded [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	

Draggable Options (list)	
[RESPONSE1]	

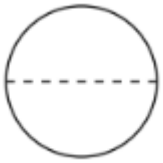
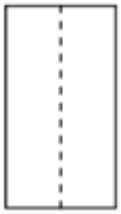
Item #	9
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6C (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to create two-dimensional figures, including circles, triangles, rectangles, and squares as special rectangles, rhombuses, and hexagons.
Item Type	Multiple Choice
Question Stem	
Prompt	Which of the following is a rectangle?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Rationale	Student confused a triangle with a rectangle.

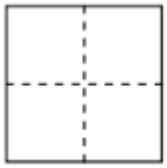
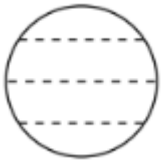
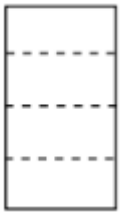
B	
Rationale	Student confused a rhombus with a rectangle.
C	
Rationale	Student confused a trapezoid with a rectangle.
D	
Correct	Correct.

Item #	10a-d
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6E (Readiness)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to identify three-dimensional solids, including spheres, cones, cylinders, rectangular prisms (including cubes), and triangular prisms, and describe their attributes using formal geometric language.
Item Type	Drag and Drop (Matching)
Question Stem	
Prompt	Drag and drop the clocks to match them to the times stated below.

	[RESPONSE1] [RESPONSE2] [RESPONSE3] [RESPONSE4]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Draggable Options (list)	Triangular prism Sphere Cube Cone
[RESPONSE1]	Cube
[RESPONSE2]	Sphere
[RESPONSE3]	Cone
[RESPONSE4]	Triangular prism

Item #	11a
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6H (Supporting)
Strand	Geometry and Measurement

Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to identify examples and non-examples of halves and fourths.
Item Type	Inline Choice
Question Stem	
Prompt	Are the shapes divided into halves? Use the drop down menus below to say Yes or No. [DropDown1]  [DropDown2]  [DropDown3]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	Yes No*
[DROPDOWN2] Options * Correct	Yes* No
[DROPDOWN3] Options * Correct	Yes* No

Item #	11b
Discipline	Math
Grade Level	1
Module	5
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.6H (Supporting)
Strand	Geometry and Measurement
Knowledge & Skills	The student applies mathematical process standards to analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties.
Student Expectation	The student is expected to identify examples and non-examples of halves and fourths.
Item Type	Inline Choice
Question Stem	
Prompt	Are the shapes divided into fourths? Use the drop down menus below to say Yes or No.  [DropDown1]  [DropDown2]  [DropDown3]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	Yes* No
[DROPDOWN2] Options * Correct	Yes No*

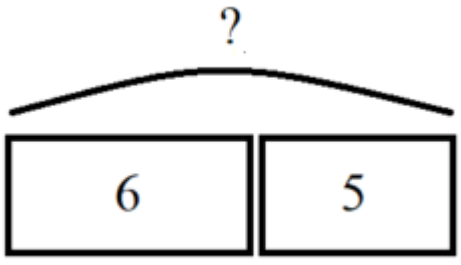
[DROPDOWN3] Options * Correct	Yes* No

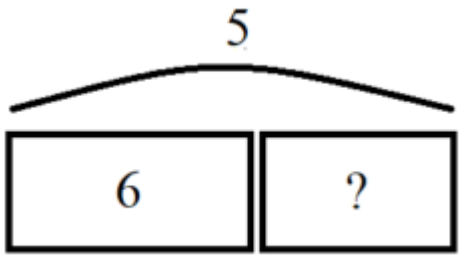
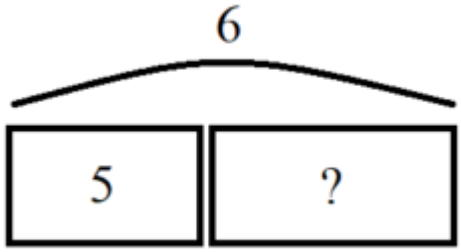
Grade 1 Module 6 Mid-Module Assessment Task

Item #	1a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Multiple Choice
Question Stem	Brooks has 18 pencils. Aaron has 9 pencils.
Prompt	Which number sentence best represents how many fewer pencils Aaron has than Brooks?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	9 + ? = 18
Correct	Correct.
B	18 + ? = 9
Rationale	Student chose an answer with an incorrect number sentence.
C	18 + 9 = ?
Rationale	Student chose an answer with an incorrect number sentence.

Item #	1b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation Editor (Math Short Answer)

Question Stem	Brooks has 18 pencils. Aaron has 9 pencils.
Prompt	How many fewer pencils does Aaron have than Brooks?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	9

Item #	2a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 20 using concrete and pictorial models and number sentences.
Item Type	Multiple Choice
Question Stem	James has 5 more pencils than Fatima. Fatima has 6 pencils.
Prompt	Which model best represents how many pencils James has?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct	Correct.

B	
Rationale	Student chose a model that represents some number greater than 6 equals 5.
C	
Rationale	Student chose a model that represents some number greater than 5 equals 6.

Item #	2b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	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.
Item Type	Equation Editor (Math Short Answer)
Question Stem	James has 5 more pencils than Fatima. Fatima has 6 pencils.
Prompt	How many pencils does James have?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	11

Item #	3a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5A (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to recite numbers forward and backward from any given number between 1 and 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Fill in the missing numbers in the sequence.
Prompt	97, 98, _____, _____, _____, _____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response1	99
Response2	100
Response3	101
Response4	102

Item #	3b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5A (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to recite numbers forward and backward from any given number between 1 and 120.
Question Stem	Fill in the missing numbers in the sequence.
Prompt	_____, 14, _____, _____, 11, _____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

Notes (where applicable)	
Response1	15
Response2	13
Response3	12
Response4	10

Item #	4a-b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2G (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to represent the comparison of two numbers to 100 using the symbols >, <, or =.
Item Type	Inline Choice
Question Stem	Compare the pairs of numbers.
Prompt	Use the drop down menus below to make the comparisons true. 69 [DropDown1] 79 15 [DropDown2] 50
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	> <* =
[DROPDOWN2] Options * Correct	> <* =

Item #	4c-e
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2E (Supporting)
Strand	Number and Operations

Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use place value to compare whole numbers up to 120 using comparative language.
Item Type	Inline Choice
Question Stem	Compare the pairs of numbers.
Prompt	Use the drop down menus below to make the comparisons true. 99 is [DropDown1] 101. 110 is [DropDown2] 108. 61 is [DropDown3] 5 tens 11 ones.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] Options * Correct	less than* greater than equal to
[DROPDOWN2] Options * Correct	less than greater than* equal to
[DROPDOWN3] Options * Correct	less than greater than equal to*

Item #	5
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2E (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use place value to compare whole numbers up to 120 using comparative language.
Item Type	Multiple choice
Question Stem	Miguel thinks 92 ones is greater than 9 tens 2 ones.
Prompt	Which **best** explains whether Miguel is correct or incorrect.
Image(s)	
Image(s) Alt Text	
Number of Points	1

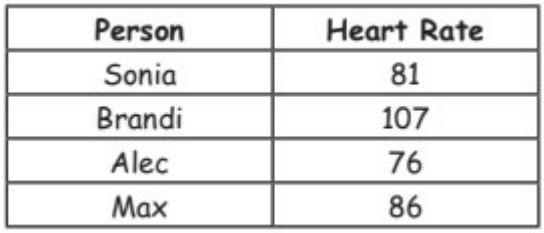
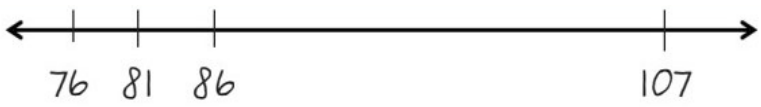
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	Miguel is correct. 92 has a 2 in the ones place so it only has 2 ones.
Correct or Rationale	A is incorrect. Student did not realize that 92 could be described as 9 tens and 2 ones or as 92 ones.
B	Miguel is not correct. 92 ones is the same as 9 tens and 2 ones. 90 ones is 9 tens so 90 + 2 = 92.
Correct or Rationale	B is correct.
C	Miguel is not correct. He cannot compare these numbers one of them (92) is just ones and the other (9 tens 2 ones) is both tens and ones.
Correct or Rationale	C is incorrect. Student thought that different place values could not be compared.

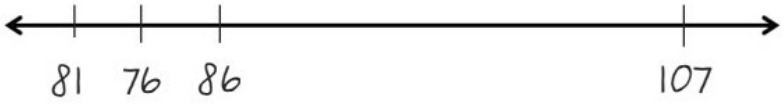
Item #	6a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery numbers.
Prompt	10 more than 90 is _____ Tens: 9 Ones: 0 Tens: _____ Ones: _____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response1	100
Response2	10
Response3	0

Item #	6b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery numbers.
Prompt	10 less than 90 is _____ Tens: 9 Ones: 0 Tens: _____ Ones: _____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response1	80
Response2	8
Response3	0

Item #	7
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2D (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to generate a number that is greater than or less than a given whole number up to 120.
Item Type	Equation editor
Question Stem	
Prompt	Write a number that is greater than 112.
Image(s)	
Image(s) Alt Text	
Number of Points	1

Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	*Any number greater than 112.*

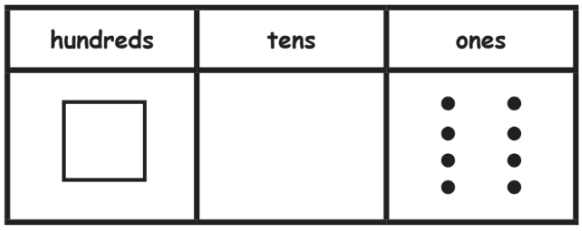
Item #	8
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2F (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to order whole numbers up to 120 using place value and open number lines.
Item Type	Multiple choice
Question Stem	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.
Prompt	Which picture correctly places each heart rate in order on an open number line?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	A is correct.

B	
Correct or Rationale	B is incorrect. Student selected a number line that places the values in the order they appear in the prompt.
C	
Correct or Rationale	C is incorrect. Student swapped 81 and 76 on the number line; perhaps tried to order based on the digit in the ones place.

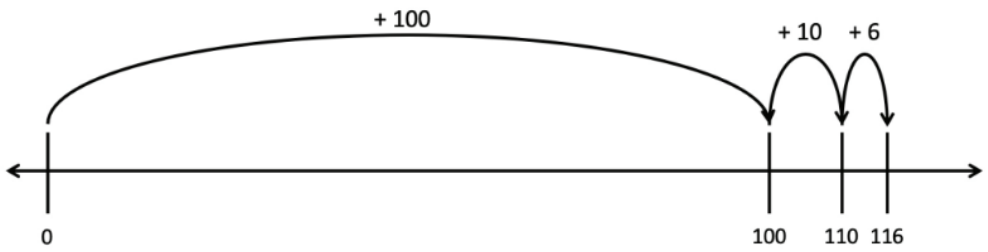
Item #	9a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2C (Readiness)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the number.
Prompt	11 tens and 5 ones is the number
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response	115

Item #	9b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2C (Readiness)

Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the number.
Prompt	8 tens and 6 ones is the number
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response	86

Item #	10a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the number represented by the place value drawing.
Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	

Notes (where applicable)	
Response	108

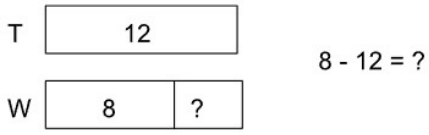
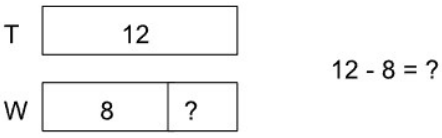
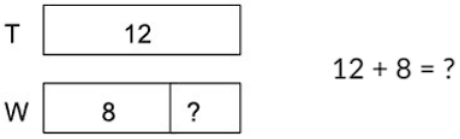
Item #	10b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (Math Short Answer)
Question Stem	Write the number represented by the open number line.
Prompt	
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response	116

Item #	11a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3A (Supporting)
Strand	Number and Operations

Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.
Item Type	Equation editor (math short answer)
Question Stem	Solve for the unknown number.
Prompt	80 + 6 = [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	86

Item #	11b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	Mid-Module Assessment
Standard (TEKS)	1.3A (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.
Item Type	Equation editor (math short answer)
Question Stem	Solve for the unknown number.
Prompt	60 + 8 = [RESPONSE1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	68

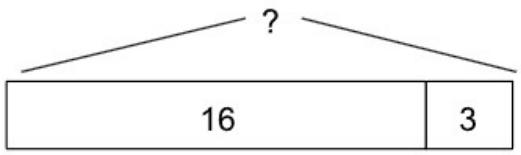
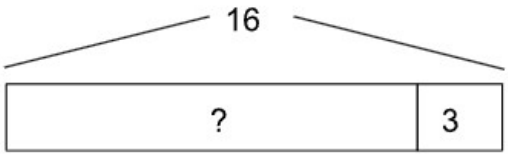
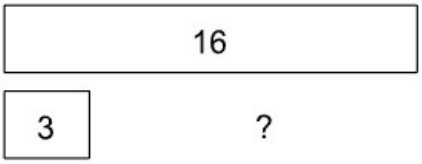
Grade 1 Module 6 End-of-Module Assessment Task

Item #	1a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 120 using concrete and pictorial models and number sentences.
Item Type	
Question Stem	Taylor saves 12 coins. Wyatt saves 8 coins.
Prompt	Choose the drawing and number sentence that represent how many more coins Tyler saves than Wyatt.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	A is incorrect. Student selected a model that represents the situation but chose an incorrect number sentence; perhaps thought the order of the values in a subtraction number sentence did not matter.
B	
Correct or Rationale	B is correct.
C	

Correct or Rationale	C is incorrect. Student interpreted the situation as requiring addition; perhaps relied on key words such as “more.”

Item #	1b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (math short answer)
Question Stem	How many more coins does Taylor save than Wyatt?
Prompt	Taylor saves [RESPONSE1] more coins than Wyatt.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	4

Item #	2a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5D (Readiness)
Strand	Algebraic Reasoning
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to represent word problems involving addition and subtraction of whole numbers up to 120 using concrete and pictorial models and number sentences.
Item Type	Multiple choice
Question Stem	16 dimes and 3 pennies are on the table.
Prompt	Choose the drawing and number sentence that represent the number of coins on the table.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match

Rubric Notes	
Notes (where applicable)	
A	 16 + 3 = ?
Correct or Rationale	A is correct.
B	 ? + 3 = 16
Correct or Rationale	B is incorrect. Student interpreted 16 as the total number of coins and represented the situation by adding the number of pennies to the missing value.
C	 16 - 3 = ?
Correct or Rationale	C is incorrect. Student interpreted 16 as the total number of pennies and represented the situation by subtracting the number of pennies to find the missing value.

Item #	2b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3B (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to 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.
Item Type	Equation editor (math short answer)
Question Stem	How many coins are on the table?
Prompt	There are [RESPONSE1] coins.

Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	19

Item #	3a-b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.4A (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.
Student Expectation	1.4A: The student is expected to identify U.S. coins, including pennies, nickels, dimes, and quarters, by value and describe the relationships among them. 1.4B: The student is expected to write a number with the cent symbol to describe the value of a coin.
Item Type	Drag and Drop
Question Stem	
Prompt	Drag and drop the coin names and values to match the coins and complete the table.

[RESPONSE1]	[RESPONSE3]	[RESPONSE5]	[RESPONSE7]
[RESPONSE2]	[RESPONSE4]	[RESPONSE6]	[RESPONSE8]

Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	

Draggable Options (list)	Dime, penny, nickel, quarter, 10 ¢ , 1 ¢ , 5 ¢ , 25 ¢
[RESPONSE1]	dime
[RESPONSE2]	10 ¢
[RESPONSE3]	penny
[RESPONSE4]	1 ¢
[RESPONSE5]	nickel
[RESPONSE6]	5 ¢
[RESPONSE7]	quarter
[RESPONSE8]	25 ¢

Item #	4a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.
Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery number.
Prompt	10 more than 106 is _____.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response	116

Item #	4b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5C (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to use relationships to determine the number that is 10 more and 10 less than a given number up to 120.

Item Type	Equation editor (Math Short Answer)
Question Stem	Find the mystery number.
Prompt	10 less than 106 is _____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response	96

Item #	5a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.9A (Supporting)
Strand	Personal financial literacy.
Knowledge & Skills	The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.
Student Expectation	The student is expected to define money earned as income.
Item Type	Equation editor (Math Short Answer)
Question Stem	Carmen gets 6 dollars for walking dogs. She gets 12 dollars as a birthday gift.
Prompt	Which amount of money did Carmen earn as income?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response	$6

Item #	5b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3D (Supporting)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.
Item Type	Equation editor (Math Short Answer)

Question Stem	Carmen gets 6 dollars for walking dogs. She gets 12 dollars as a birthday gift.
Prompt	How much money does Carmen have in all?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	$18

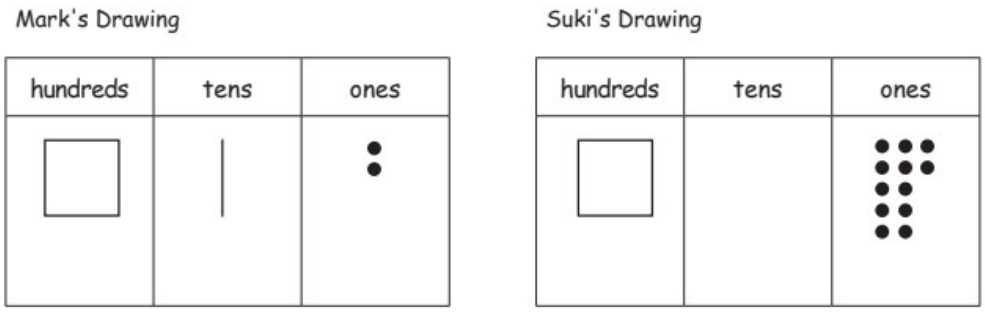
Item #	6a
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.3D (Supporting)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems.
Student Expectation	The student is expected to apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10.
Item Type	Equation editor (Math Short Answer)
Question Stem	Noah earns 18 dollars raking leaves. He uses 4 dollars of that money to buy a toy car.
Prompt	How much money does Noah have left?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response	$14

Item #	6b
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.9B (Supporting)
Strand	Personal Financial Literacy
Knowledge & Skills	The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.
Student Expectation	The student is expected to identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs.
Item Type	Inline Choice
Question Stem	Noah earns 18 dollars raking leaves. He uses 4 dollars of that money to buy a toy car.

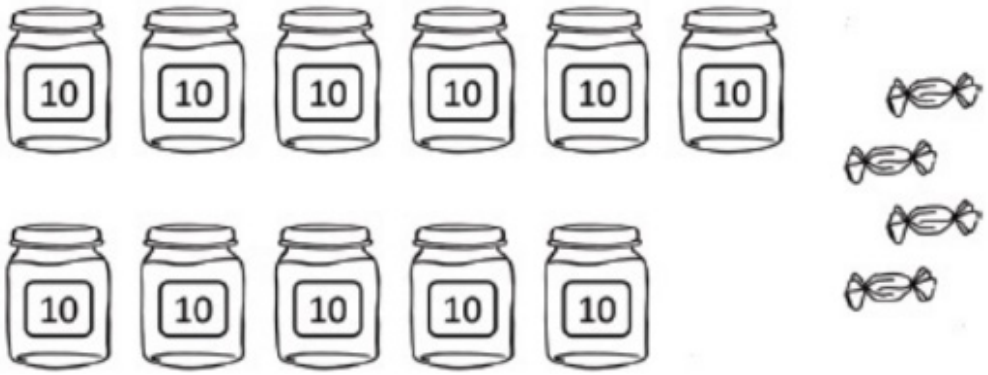
Prompt	Is the toy car a want or a need? Select either want or need. The toy car is a [DROPDOWN1]
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] *correct	want* need

Item #	6c
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.9C (Supporting)
Strand	Personal Financial Literacy
Knowledge & Skills	The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security.
Student Expectation	The student is expected to distinguish between spending and saving.
Item Type	Inline choice
Question Stem	Noah earns 18 dollars raking leaves. He uses 4 dollars of that money to buy a toy car. Noah puts the money he has left in his piggy bank.
Prompt	Is Noah saving the money he has left or spending it? Noah is [DROPDOWN1] the money he has left.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[DROPDOWN1] *correct	spending saving*

Item #	7
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2B (Supporting)
Strand	Number and Operations

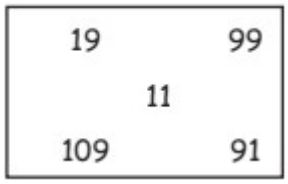
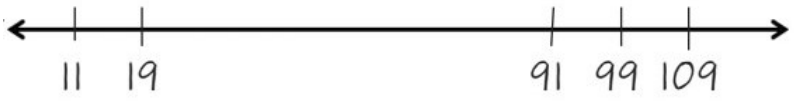
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use concrete and pictorial 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.
Item Type	Multiple choice
Question Stem	Mark and Suki each draw a picture to represent 112 as shown.
Prompt	Which **best** explains whether Mark, Suki, or both Mark and Suki are correct?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	Only Mark is correct. Suki did not represent any tens and 112 has 1 ten.
Correct or Rationale	A is incorrect. Student did not understand that 12 ones = 1 ten and 2 ones.
B	Only Suki is correct. Mark did not represent enough ones.
Correct or Rationale	B is incorrect. Student saw 112 as including 12 ones and thought Mark did not represent enough ones.
C	Both Mark and Suki are correct. Mark represented 1 hundred, 1 ten, and 2 ones, which is 112. Suki represented 1 hundred and 12 ones, which is also 112.
Correct or Rationale	C is correct.

Item #	8
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2C (Readiness)
Strand	Number and operations.
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to use objects, pictures, and expanded and standard forms to represent numbers up to 120.

Item Type	Equation editor (Math Short Answer)
Question Stem	Count the objects.
Prompt	Fill in the place value chart. What is the number? Hundreds: _____ Tens: _____ Ones: _____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response 1	Hundreds: __**1**__ Tens: __**1**__ Ones: __**4**__
Response 2	114

Item #	9
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2D (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to generate a number that is greater than or less than a given whole number up to 120.
Item Type	Equation editor (math short answer).
Question Stem	
Prompt	Write a number that is less than 80.

Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
[RESPONSE1] Response(s)	79, 78, 77, 76, etc.

Item #	10
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.2F (Supporting)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.
Student Expectation	The student is expected to order whole numbers up to 120 using place value and open number lines.
Item Type	Multiple choice
Question Stem	Binh collects game cards. Five of the cards have the numbers shown below.
Prompt	Which picture best shows the numbers correctly placed in order on the number line?
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
A	
Correct or Rationale	A is correct.
B	

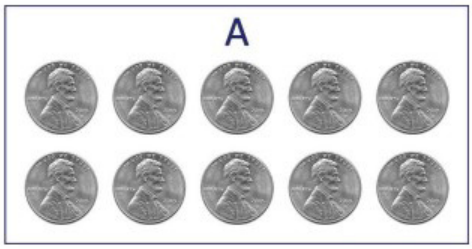
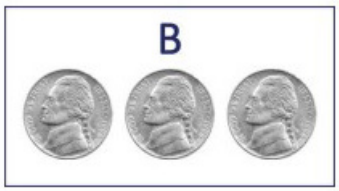
Correct or Rationale	B is incorrect. Student chose a number line that orders the values based on the order they appear in the prompt.
C	
Correct or Rationale	C is incorrect. Student chose a number line that orders the values based on the value of the tens digit only and ignores any value in the hundreds place.

Item #	11
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5B (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.
Item Type	Equation editor (Math Short Answer)
Question Stem	Fill in the missing numbers in the sequence.
Prompt	60, 62, _____, _____, 68, _____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response1	64
Response2	66
Response3	69

Item #	12
Discipline	Math
Grade Level	1

Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.5B (Supporting)
Strand	Algebraic reasoning.
Knowledge & Skills	The student applies mathematical process standards to identify and apply number patterns within properties of numbers and operations in order to describe relationships.
Student Expectation	The student is expected to skip count by twos, fives, and tens to determine the total number of objects up to 120 in a set.
Item Type	Equation editor (Math Short Answer)
Question Stem	Fill in the missing numbers in the sequence.
Prompt	90, 95, _____, 105, 110, _____, _____
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	
Response1	100
Response2	115
Response3	120

Item #	13
Discipline	Math
Grade Level	1
Module	6
Assessment Type	End-of-Module Assessment
Standard (TEKS)	1.4C (Readiness)
Strand	Number and Operations
Knowledge & Skills	The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions.
Student Expectation	The student is expected to use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.
Item Type	Hotspot
Question Stem	
Prompt	Select the **two** groups of coins that have the same value.
Image(s)	
Image(s) Alt Text	
Number of Points	1
Scoring	Exact Match
Rubric Notes	
Notes (where applicable)	

Clickable Region 1	
Clickable Region 2	
Clickable Region 3	
Clickable Region 4	
Correct Response(s)	

ISBN: 979-8-89072-479-3

Copyright © 2024 Texas Education Agency. This work is based on or adapted from materials contained in Great Minds' Eureka Math® K–5 PDF Files.

These materials are made available by the Texas Education Agency under an open license. For information about the license and your rights to use the materials, visit: https://tea.texas.gov/K-5Math.