Pre- and Post-Assessment

Use the following Grade 1 Mathematics pre-/post-assessment pages to plan instruction and monitor progress.
DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

This assessment can be administered as a Pre-Assessment for planning instruction and then again as a Post-Assessment at year's end to monitor progress. The assessment can be administered to children individually or in a group. Detailed guidelines for administering and scoring the Pre-/Post-Assessment are presented below.

GUIDELINES FOR USING THE PRE-ASSESSMENT

This Pre-/Post-Assessment is 20 pages long. Each page targets a specific Mathematics concept or skill. Plan for about 40 minutes to administer the Pre-Assessment, but allow more time if needed. Children should be allowed to finish answering every item. Depending on the children and your situation, you may want to administer the Pre-Assessment in two parts in different sittings.

Read directions aloud to the student(s). Note where students succeed and where they struggle on the Individual Pre-/Post-Assessment Scoring Chart. Then use Everyday Mathematics Intervention Activity units to support these areas.

To Administer the Pre-Assessment:
1. Make a copy of the assessment for each child.
2. Have children write their names at the top of each assessment page.
3. Read the directions on each page and make sure children know what to do.
4. Have children complete each item with their best answer.
5. When children have finished, collect the assessments.

To Score the Pre-Assessment:
1. Make a copy of the Individual Pre-/Post-Assessment Scoring Chart (found on page 25 of this PDF) for each student.
2. Mark each question correct or incorrect on the assessment page using the Answer Key (found at the end of this PDF).
3. To find the total assessment score, count the number of items answered correctly.
4. Then write the number count in the Pre-Assessment column.
5. Add the total to assess overall performance, and use the correlating unit in the EIA Mathematics book to target skills that look like they require more support.
Using the Results:

1. Use the results of the Pre-Assessment to determine each student’s current level of proficiency in the strategies and concepts being assessed.

2. As explained, the items in the Pre-Assessment measure strategies in particular skills. A student’s score on a particular cluster can pinpoint specific instructional needs. A student who answers fewer than 50% of items in each cluster correctly may need focused instructional attention on those particular strategies.

3. Plotting scores on the Individual Pre-Assessment/Post-Assessment Scoring Charts provides a handy reference for monitoring students’ growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.

4. Store the Pre-Assessment/Post-Assessment Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pre-Assessment and Post-Assessment scores.

GUIDELINES FOR USING THE POST-ASSESSMENT

The Post-Assessment is identical to the Pre-Assessment and should be administered and scored in the same way. Thus, the item numbers on the Individual Pre-/Post-Assessment Scoring Chart are the same for both assessments.

Use the results of the Post-Assessment to determine each student’s current level of proficiency in the strategies being assessed. Compare the students’ scores on the Pre-Assessment and Post-Assessment—and on each strategy cluster within the assessments—to evaluate the student’s progress since the beginning of the year.

<table>
<thead>
<tr>
<th>Grade 1 Mathematics Pre-/Post-Assessment</th>
<th>Recommended Everyday Mathematics Intervention Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>Units 1–9</td>
</tr>
<tr>
<td>Number and Operations in Base Ten</td>
<td>Units 10–15</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Units 16–19</td>
</tr>
<tr>
<td>Geometry</td>
<td>Units 20–22</td>
</tr>
</tbody>
</table>
Add to solve each problem. Show your work.

Maya has 5 marbles.
Max gives her 3 more marbles.
How many marbles does she have now? \(5 + 3 = \) ______

4 books are on a shelf.
Amy put away some more books.
Then there were 9 books on the shelf.
How many books did he put away? \(4 + \) ______ = 9 books

Take away to solve the problem. Show your work.

There are some sandwiches on a plate.
People ate 7 sandwiches.
Now there are 4 sandwiches.
How many sandwiches started on the plate? \(\) ______ - 7 = 4 sandwiches
Use counters to solve each problem.

A box has 2 red markers and 6 green markers.

How many markers are in the box? ______

Sophia has 4 new dolls and 3 old dolls.

How many dolls does she have? $3 + 4 = ______$ dolls.

There are 11 hamburgers. There are 6 on the grill. The rest are on a plate. How many hamburgers are on the plate?

$6 + ______ = 11$ hamburgers

$11 - 6 = ______$ hamburgers.
Use counters to solve each problem.

Aunt Grace has 3 paper clips.

Uncle Luke has 5 paper clips.

How many more paper clips does Uncle Luke have than Aunt Grace?

Uncle Luke has ______ more paper clips than Aunt Grace.

Kayla buys 6 books.

Joseph buys 1 book.

How many fewer books does Joseph buy than Kayla?

6 - 1 = __________ fewer books.

Ms. Morgan sees 7 leaves.

Noah sees 4 more leaves than Ms. Morgan.

How many leaves does Noah see?

4 + 7 = __________ leaves.
Add to solve each problem. Use drawings if you like.

Mia sees 5 blue birds.

Dominic sees 1 red bird and 9 yellow birds.

How many birds do they see in all?

Jenna has 8 rocks.

Cole has 2 rocks.

Sebastian has 2 rocks.

How many rocks do they have in all?

\[ 8 + 2 + 2 = \] 

Mason took 3 cards.

His sister took 6 cards.

Then he took 8 more cards.

How many cards did they take in all?

\[ 3 + 6 + 8 = \]
Add. Use ☐ if you like.

\[
6 + 2 = \underline{\hspace{2cm}} \\
\]

\[
2 + 6 = \underline{\hspace{2cm}} \\
\]

\[
9 + 7 = \underline{\hspace{2cm}} \\
\]

\[
7 + 9 = \underline{\hspace{2cm}} \\
\]

\[
(5 + 3) + 3 = \underline{\hspace{2cm}} \\
\]

\[
5 + (3 + 3) = \underline{\hspace{2cm}} \\
\]

\[
(4 + 6) + 7 = \underline{\hspace{2cm}} \\
\]

\[
4 + (6 + 7) = \underline{\hspace{2cm}} \\
\]
Add. Use counters and a ten-frame if you like.

8 + 2 = ____

4 + 8 = 10 + ____ = ____

7 + 3 = ____

9 + 7 = ____
Pre-/Post-Assessment • Use Strategies to Subtract  

Subtract.

\[14 - 5 = \____\]
\[13 - 7 = \____\]

Add. Then subtract. Use ☐ if you like.

\[8 + 8 = \____\]
\[16 - 8 = \____\]

\[8 + 4 = \____\]
\[12 - 4 = \____\]
\[12 - 8 = \____\]
Pre-/Post-Assessment • Find the Missing Number

Fill in the missing number.

3 + 7 = ____

14 − ____ = 6

____ + 9 = 15

5 = 12 − ____
Fill in the missing numbers.

83  84  86  88

46  49

115  119
For each problem, count how many. Record your work.

1 ten 2 ones

_______ ten _________ ones _________

_______ tens _________ ones _________

_______ tens _________ ones _________
For each problem, compare. Write >, =, or <.

39 \hspace{1cm} \hspace{1cm} 14

47 \hspace{1cm} \hspace{1cm} 86

27 \hspace{1cm} \hspace{1cm} 27

95 \hspace{1cm} \hspace{1cm} 90
Solve each problem. Show your work.

1. \(77 + 2\)

2. \(35 + 5\)

3. \(42 + 6\)

4. \(63 + 9\)
Find the sum for each problem.

\[ 30 + 10 = \] __________

\[ 64 + 10 = \] __________

Find the difference for each problem.

\[ 47 - 10 = \] __________

\[ 99 - 10 = \] __________
Find the sum for each problem.

20 + 10 = 20

38 + 30 = 38

20 + 70

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>+</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

63 + 20

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>+</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Subtract for each problem.

\[
\begin{array}{c}
60 - 20 \\
\end{array}
\]

\[
\begin{array}{c}
36 - 10 \\
\end{array}
\]

\[
\begin{array}{c}
78 - 30 \\
\hline
tens & ones \\
7 & 8 \\
\hline
- & 3 \\
\hline
8 & 0 \\
\end{array}
\]

\[
\begin{array}{c}
84 - 60 \\
\hline
tens & ones \\
8 & 4 \\
\hline
- & 6 \\
\hline
8 & 0 \\
\end{array}
\]
For each problem, order the pictures from shortest to longest.

1. [Pencil images]
2. [Pencil images]
3. [Pencil images]
4. [Leaf images]

Order: ___________  ___________  ___________  ___________
For each problem, use paper clips to measure. Record your work.

about ________________ paper clips

about ________________ paper clips
For each problem, look at each clock. Tell and write the time.
### Favorite Types of Travel

<table>
<thead>
<tr>
<th>Bus</th>
<th>Train</th>
<th>Plane</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="bus.png" alt="Bus Image" /></td>
<td><img src="train.png" alt="Train Image" /></td>
<td><img src="plane.png" alt="Plane Image" /></td>
</tr>
</tbody>
</table>

**Use the graph to answer the questions.**

1. How many **?** ______________
2. Which type has the least votes? ______________
3. How many fewer voted for **?** ______________
4. How many votes were there in all? ______________
**Circle the named shapes.**

- triangle

- squares

**trapezoid**

**Circle the 2 tangram shapes that you can combine to make a square.**
In each row, draw lines to make two equal shares for the first shape and 4 equal shares for the next shape.

Circle the figures with one-fourth or a quarter of the shape shaded. Underline the ones with one-half of the shape shaded.
<table>
<thead>
<tr>
<th>Skill</th>
<th>Assessment page</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
<th>EIA Mathematics Unit</th>
</tr>
</thead>
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<tr>
<td>Add To and Take From</td>
<td>4</td>
<td>/3</td>
<td>/3</td>
<td>Unit 1</td>
</tr>
<tr>
<td>Put Together and Take Apart</td>
<td>5</td>
<td>/3</td>
<td>/3</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Add and Subtract to Compare</td>
<td>6</td>
<td>/3</td>
<td>/3</td>
<td>Unit 3</td>
</tr>
<tr>
<td>Add Three Numbers</td>
<td>7</td>
<td>/3</td>
<td>/3</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Use Properties of Addition to Add</td>
<td>8</td>
<td>/4</td>
<td>/4</td>
<td>Unit 5</td>
</tr>
<tr>
<td>Use Strategies to Add</td>
<td>9</td>
<td>/4</td>
<td>/4</td>
<td>Unit 6</td>
</tr>
<tr>
<td>Use Strategies to Subtract</td>
<td>10</td>
<td>/4</td>
<td>/4</td>
<td>Unit 7</td>
</tr>
<tr>
<td>Find the Missing Number</td>
<td>11</td>
<td>/4</td>
<td>/4</td>
<td>Unit 8</td>
</tr>
<tr>
<td>Count, Read, and Write Numbers to 120</td>
<td>12</td>
<td>/4</td>
<td>/4</td>
<td>Unit 9</td>
</tr>
<tr>
<td>Tens and Ones</td>
<td>13</td>
<td>/4</td>
<td>/4</td>
<td>Unit 10</td>
</tr>
<tr>
<td>Compare Numbers</td>
<td>14</td>
<td>/4</td>
<td>/4</td>
<td>Unit 11</td>
</tr>
<tr>
<td>Add a Two-Digit Number and a One-Digit Number</td>
<td>15</td>
<td>/4</td>
<td>/4</td>
<td>Unit 12</td>
</tr>
<tr>
<td>Ten More, Ten Less</td>
<td>16</td>
<td>/4</td>
<td>/4</td>
<td>Unit 13</td>
</tr>
<tr>
<td>Add Multiples of Ten</td>
<td>17</td>
<td>/4</td>
<td>/4</td>
<td>Unit 14</td>
</tr>
<tr>
<td>Subtract Multiples of Ten</td>
<td>18</td>
<td>/4</td>
<td>/4</td>
<td>Unit 15</td>
</tr>
<tr>
<td>Compare and Order Lengths</td>
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<td>/2</td>
<td>/2</td>
<td>Unit 16</td>
</tr>
<tr>
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<td>20</td>
<td>/2</td>
<td>/2</td>
<td>Unit 17</td>
</tr>
<tr>
<td>Tell and Write Time</td>
<td>21</td>
<td>/3</td>
<td>/3</td>
<td>Unit 18</td>
</tr>
<tr>
<td>Interpret Data</td>
<td>22</td>
<td>/4</td>
<td>/4</td>
<td>Unit 19</td>
</tr>
<tr>
<td>Use Plane &amp; Solid Shapes</td>
<td>23</td>
<td>/3</td>
<td>/3</td>
<td>Unit 20 &amp; 21</td>
</tr>
<tr>
<td>Parts of Shapes</td>
<td>25</td>
<td>/4</td>
<td>/4</td>
<td>Unit 22</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>/74</td>
<td>/74</td>
<td></td>
</tr>
</tbody>
</table>
Add to solve each problem. Show your work.

Maya has 5 marbles.  
Max gives her 3 more marbles.  
How many marbles does she have now? $5 + 3 = 8$

4 books are on a shelf.  
Amy put away some more books.  
Then there were 9 books on the shelf.  
How many books did she put away? $4 + \_ = 9$

Take away to solve the problem. Show your work.

There are some sandwiches on a plate.  
People ate 7 sandwiches.  
Now there are 4 sandwiches.  
How many sandwiches started on the plate? $11 - 7 = 4$
Use counters to solve each problem.

A box has 2 red markers and 6 green markers.

How many markers are in the box? 8

Sophia has 4 new dolls and 3 old dolls.

How many dolls does she have? $3 + 4 = 7$

There are 11 hamburgers. There are 6 on the grill. The rest are on a plate. How many hamburgers are on the plate?

$6 + 5 = 11\quad 11 - 6 = 5$
Use counters to solve each problem.

Aunt Grace has 3 paper clips.

Uncle Luke has 5 paper clips.

How many more does Uncle Luke have than Aunt Grace? 2 more

Kayla buys 6 books.

Joseph buys 1 book.

How many fewer does Joseph buy than Kayla? 6 - 1 = 5 fewer books.

Ms. Morgan sees 7 leaves.

Noah sees 4 more leaves than Ms. Morgan.

How many does Noah see? 4 + 7 = 11 leaves.
Add to solve each problem. Use drawings if you like.

Mia sees 5 blue birds.

Dominic sees 1 red bird and 9 yellow birds.

How many birds do they see in all?

\[15\]

Jenna has 8 rocks.

Cole has 2 rocks.

Sebastian has 2 rocks.

How many rocks do they have in all?

\[8 + 2 + 2 = 12\]

Mason took 3 cards.

His sister took 6 cards.

Then he took 8 more cards.

How many cards did they take in all?

\[3 + 6 + 8 = 17\]
Add. Use  if you like.

\[ 6 + 2 = 8 \]
\[ 2 + 6 = 8 \]

\[ 9 + 7 = 16 \]
\[ 7 + 9 = 16 \]

\[ (5 + 3) + 3 = 11 \]
\[ 5 + (3 + 3) = 11 \]

\[ (4 + 6) + 7 = 17 \]
\[ 4 + (6 + 7) = 17 \]
Pre-/Post-Assessment • Use Strategies to Add

Add. Use counters and a ten-frame if you like.

8 + 2 = \underline{10}

4 + 8 = 10 + \underline{2} = \underline{12}

7 + 3 = \underline{10}

9 + 7 = \underline{16}
Pre-/Post-Assessment • Use Strategies to Subtract

Subtract.

14 \( - \) 5 = \( \underline{9} \)

13 \( - \) 7 = \( \underline{6} \)

Add. Then subtract. Use \( \square \) if you like.

8 + 8 = \( \underline{16} \)

16 \( - \) 8 = \( \underline{8} \)

8 + 4 = \( \underline{12} \)

12 \( - \) 4 = \( \underline{8} \)

12 \( - \) 8 = \( \underline{4} \)
Fill in the missing number.

\[ 3 + 7 = \underline{10} \]

\[ 14 - \underline{8} = 6 \]

\[ \underline{6} + 9 = 15 \]

\[ 5 = 12 - \underline{7} \]
Fill in the missing numbers.

83  84  85  86  87  88

46  47  48  49  50  51

115  116  117  118  119  120
For each problem, count how many. Record your work.

1 ten 2 ones 12

1 ten 8 ones 18

6 tens 0 ones 60

7 tens 5 ones 75
For each problem, compare. Write >, =, or <.

39 > 14

47 < 86

27 = 27

95 > 90
Pre-/Post-Assessment • Add a Two-Digit Number and a One-Digit Number

Solve each problem. Show your work.

\[
\begin{align*}
77 + 2 &= 79 \\
35 + 5 &= 40 \\
42 + 6 &= 48 \\
63 + 9 &= 72
\end{align*}
\]
Find the sum for each problem.

\[
\begin{align*}
30 + 10 &= 40 \\
64 + 10 &= 74
\end{align*}
\]

Find the difference for each problem.

\[
\begin{align*}
47 - 10 &= 37 \\
99 - 10 &= 89
\end{align*}
\]
Find the sum for each problem.

20 + 10 = 30

38 + 30 = 68

20 + 70

\[\begin{array}{|c|c|}
\hline
\text{tens} & \text{ones} \\
\hline
2 & 0 \\
\hline
7 & 0 \\
\hline
\end{array}\]

20 + 70 = 90

63 + 20

\[\begin{array}{|c|c|}
\hline
\text{tens} & \text{ones} \\
\hline
6 & 3 \\
\hline
2 & 0 \\
\hline
\end{array}\]

63 + 20 = 83
Subtract for each problem.

\[
\begin{align*}
60 & \quad - \quad 20 \\
\hline
40 \\
\end{align*}
\]

\[
\begin{align*}
36 & \quad - \quad 10 \\
\hline
26 \\
\end{align*}
\]

\[
\begin{align*}
78 & \quad - \quad 30 \\
\hline
48 \\
\end{align*}
\]

\[
\begin{align*}
84 & \quad - \quad 60 \\
\hline
24 \\
\end{align*}
\]
For each problem, order the pictures from shortest to longest.

1. [Pencil images] 1 2 3
2. [Leaf images] 2 3 1
For each problem, use paper clips to measure. Record your work.

- About 4 paper clips
- About 3 paper clips
For each problem, look at each clock. Tell and write the time.
Use the graph to answer the questions.

**Favorite Types of Travel**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Train" /></td>
<td><img src="image2" alt="Train" /></td>
<td><img src="image3" alt="Train" /></td>
<td><img src="image4" alt="Train" /></td>
<td><img src="image5" alt="Train" /></td>
</tr>
<tr>
<td><img src="image6" alt="School Bus" /></td>
<td><img src="image7" alt="School Bus" /></td>
<td><img src="image8" alt="School Bus" /></td>
<td><img src="image9" alt="School Bus" /></td>
<td><img src="image10" alt="School Bus" /></td>
</tr>
<tr>
<td><img src="image11" alt="Airplane" /></td>
<td><img src="image12" alt="Airplane" /></td>
<td><img src="image13" alt="Airplane" /></td>
<td><img src="image14" alt="Airplane" /></td>
<td><img src="image15" alt="Airplane" /></td>
</tr>
</tbody>
</table>

How many **Airplane**? 4

Which type has the least votes? **School Bus**

How many fewer voted for **School Bus** than **Airplane**? 1

How many votes were there in all? 12
Circle the named shapes.

triangle

squares

trapezoid

Circle the 2 tangram shapes that you can combine to make a square.

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In each row, draw lines to make two equal shares for the first shape and 4 equal shares for the next shape.

Circle the figures with one-fourth or a quarter of the shape shaded. Underline the ones with one-half of the shape shaded.