# e✓eryday Mathematics
## **Intervention** Activities

### 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.

| Grade 1 Mathematics Pre-/Post-Assessment | RecommendedEverydayMathematics Intervention Activities |
|---|---|
| Operations and Algebraic Thinking | Units 1–9 |
| Number and Operations in Base Ten | Units 10–15 |
| Measurement and Data | Units 16–19 |
| Geometry | Units 20–22 |

**Add to solve each problem. Show your work.**

Maya has 5  .
marbles

Max gives her 3 more  .
marbles

How many  does she have now?     **5 + 3 = _____**
marbles

---

4  are on a shelf.
books

Amy put away some more  .
books

Then there were 9  on the shelf.
books

How many  did he put away?     **4 + _____ = 9** 
books                                                                              books

---

**Take away to solve the problem. Show your work.**

There are some  on a plate.
sandwiches

People ate 7  .
sandwiches

Now there are 4  .
sandwiches

How many  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?

| 11 | |
|----|----|
| 6 | ? |

**6 + _____ = 11** hamburgers     **11 − 6 = _____** hamburgers

**Use**  **to solve each problem.**
counters
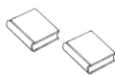
Aunt Grace has 3 📎 .
paper clips

Uncle Luke has 5 📎 .
paper clips

How many more 📎 does Uncle Luke have than Aunt Grace?
paper clips
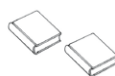
_____ more
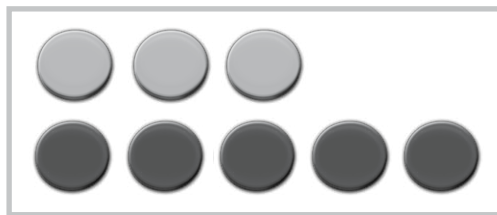
Kayla buys 6 📚 .
books

Joseph buys 1 📖 .
book

How many fewer 📚 does Joseph buy than Kayla?
books

6 − 1 = _____ fewer 📚 .
books
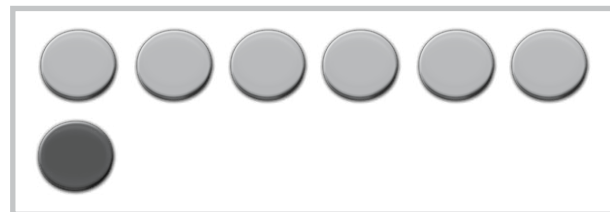
Ms. Morgan sees 7 🍃 .
leaves

Noah sees 4 more 🍃 than Ms. Morgan.
leaves

How many 🍃 does Noah see?
leaves

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?

_____ [birds]

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 = _____** [cards].

**Add. Use** [image] **if you like.**

$6 + 2 =$ _____          $2 + 6 =$ _____

$9 + 7 =$ _____          $7 + 9 =$ _____

$(5 + 3) + 3 =$ _____    $5 + (3 + 3) =$ _____

$(4 + 6) + 7 =$ _____    $4 + (6 + 7) =$ _____

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

$$8 + 2 = \underline{\quad}$$

$$4 + 8 = 10 + \underline{\quad} = \underline{\quad}$$

$$7 + 3 = \underline{\quad}$$

$$9 + 7 = \underline{\quad}$$

**Subtract.**

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
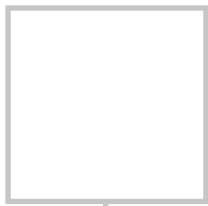
$$14 - 5 = \underline{\quad\quad}$$

$$13 - 7 = \underline{\quad\quad}$$

**Add. Then subtract. Use**  **if you like.**

$$8 + 8 = \underline{\quad\quad}$$    $$16 - 8 = \underline{\quad\quad}$$

$$8 + 4 = \underline{\quad\quad}$$    $$12 - 4 = \underline{\quad\quad}$$    $$12 - 8 = \underline{\quad\quad}$$

**Fill in the missing number.**

$$3 + 7 = \underline{\hspace{2cm}}$$

$$14 - \underline{\hspace{2cm}} = 6$$

$$\underline{\hspace{2cm}} + 9 = 15$$

$$5 = 12 - \underline{\hspace{2cm}}$$

**Fill in the missing numbers.**

| 83 | 84 |  | 86 |  | 88 |
|----|----|----|----|----|----|

| 46 |  |  | 49 |  |  |
|----|----|----|----|----|----|

| 115 |  |  |  | 119 |  |
|-----|----|----|----|----|----|

**For each problem, count how many. Record your work.**
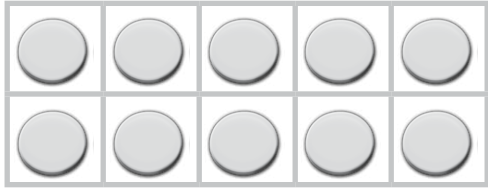
1 ten          2 ones          _____
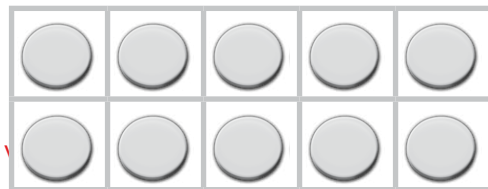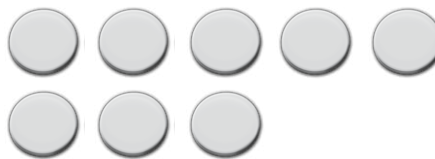
_____ ten          _____ ones          _____

_____ tens          _____ ones          _____

_____ tens          _____ ones          _____

Name _____

**For each problem, compare. Write >, =, or <.**

39 ◯ 14

47 ◯ 86

27 ◯ 27

95 ◯ 90

Name _____

**Solve each problem. Show your work.**

$77 + 2$

$$77 \\ + \ 2$$



$35 + 5$

$$35 \\ + \ 5$$
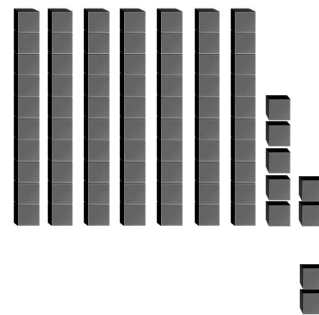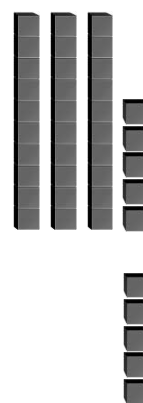


$42 + 6$

| | tens | ones |
|---|---|---|
| | 4 | 2 |
| + | | 6 |

$63 + 9$

| | tens | ones |
|---|---|---|
| | 6 | 3 |
| + | | 9 |
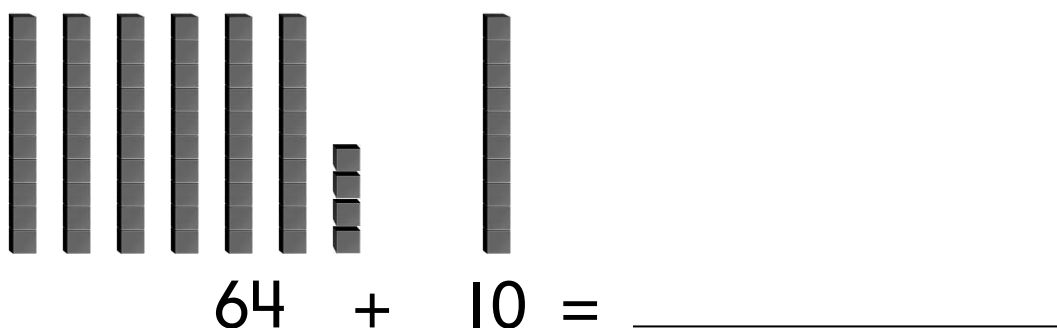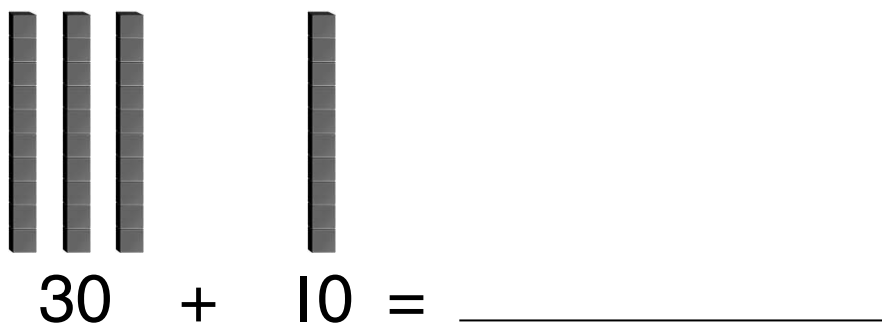
Name _____

**Find the sum for each problem.**

30 + 10 = _____

64 + 10 = _____

**Find the difference for each problem.**

47 − 10 = _____

99 − 10 = _____
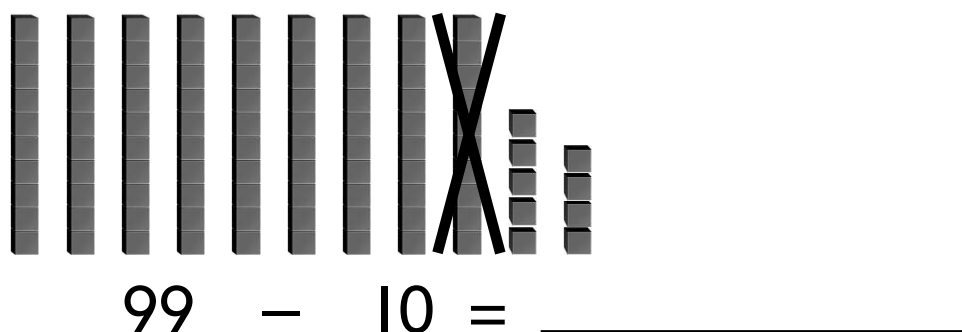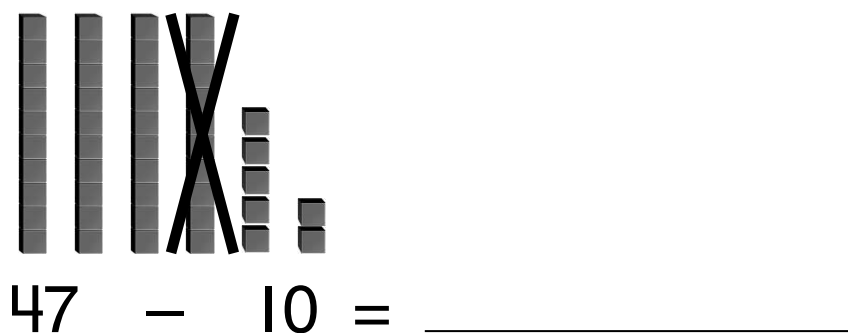
**Find the sum for each problem.**
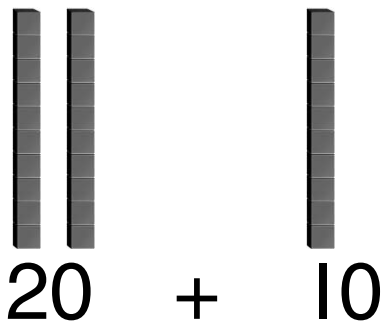
20 + 10

$$\begin{array}{r} 20 \\ + \phantom{0}10 \\ \hline \end{array}$$

38 + 30

$$\begin{array}{r} 38 \\ + 30 \\ \hline \end{array}$$

20 + 70

| tens | ones |
|------|------|
| 2 | 0 |
| + 7 | 0 |

63 + 20

| tens | ones |
|------|------|
| 6 | 3 |
| + 2 | 0 |

**Subtract for each problem.**
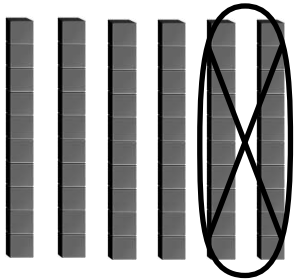
60 – 20

$$\begin{array}{r} 60 \\ -\ 20 \\ \hline \end{array}$$
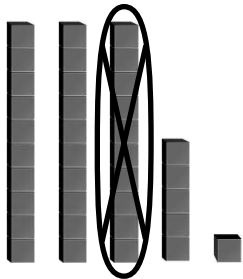
36 – 10

$$\begin{array}{r} 36 \\ -\ 10 \\ \hline \end{array}$$

78 – 30

| tens | ones |
|------|------|
| 7 | 8 |
| – 3 | 0 |

84 – 60

| tens | ones |
|------|------|
| 8 | 4 |
| – 6 | 0 |

**For each problem, order the pictures from shortest to longest.**
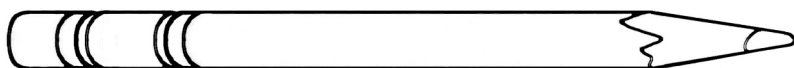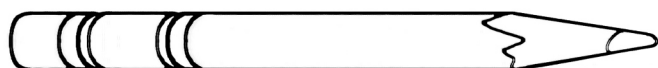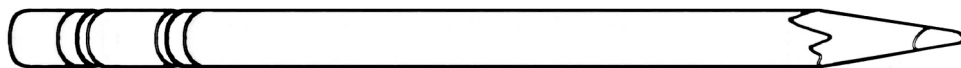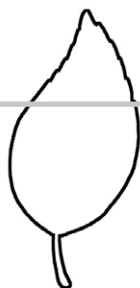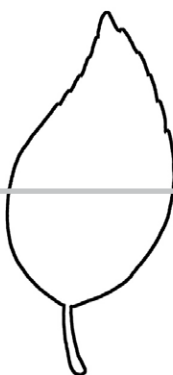
_____

_____

_____

_____

_____

_____      _____      _____

For each problem, use [paper clips] to measure. Record your work.
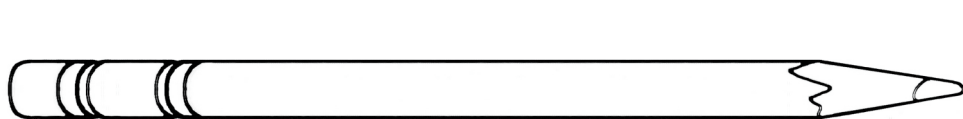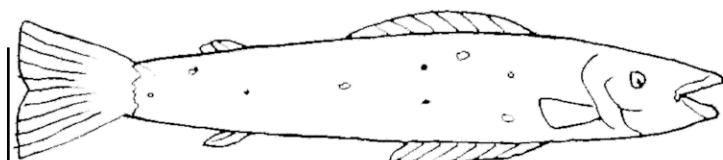
paper clips

about _____ [paper clips]

paper clips

about _____ paper clips

Name _____

**For each problem, look at each clock. Tell and write the time.**

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

| Favorite Types of Travel | | | | | | |
|---|---|---|---|---|---|---|
| 🚂 | 🚂 | 🚂 | 🚂 | 🚂 | 🚂 | |
| 🚌 | 🚌 | 🚌 | 🚌 | | | |
| ✈️ | ✈️ | ✈️ | ✈️ | ✈️ | | |
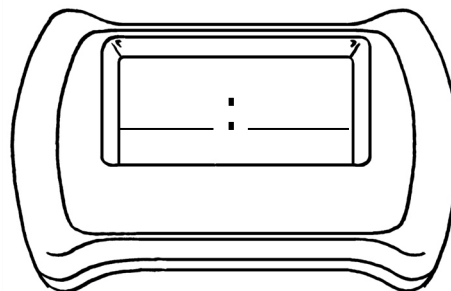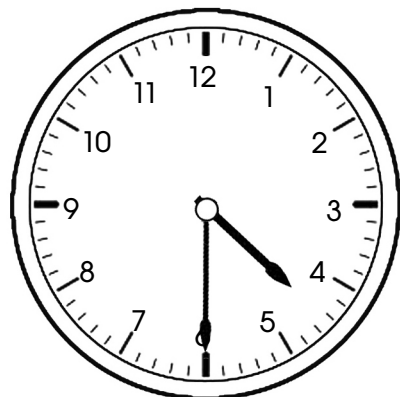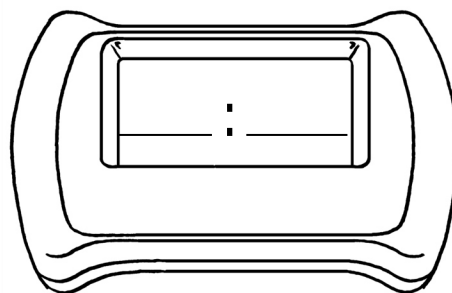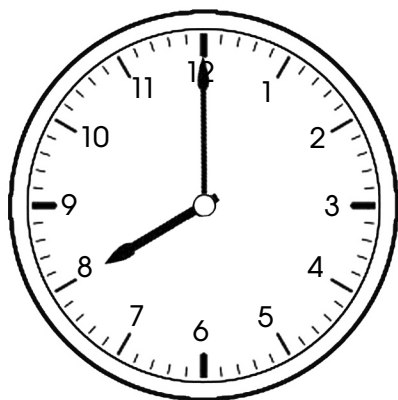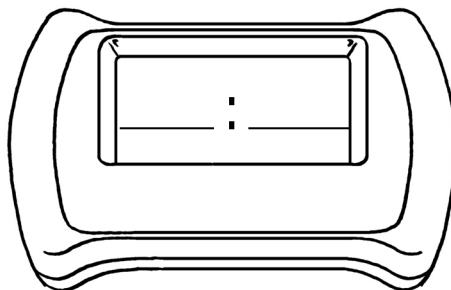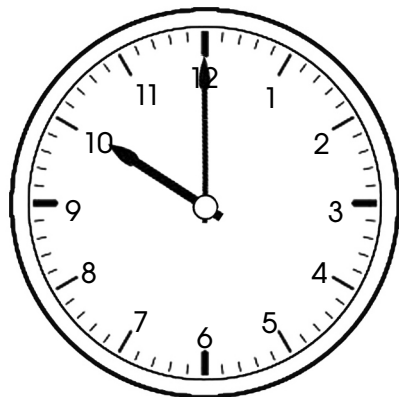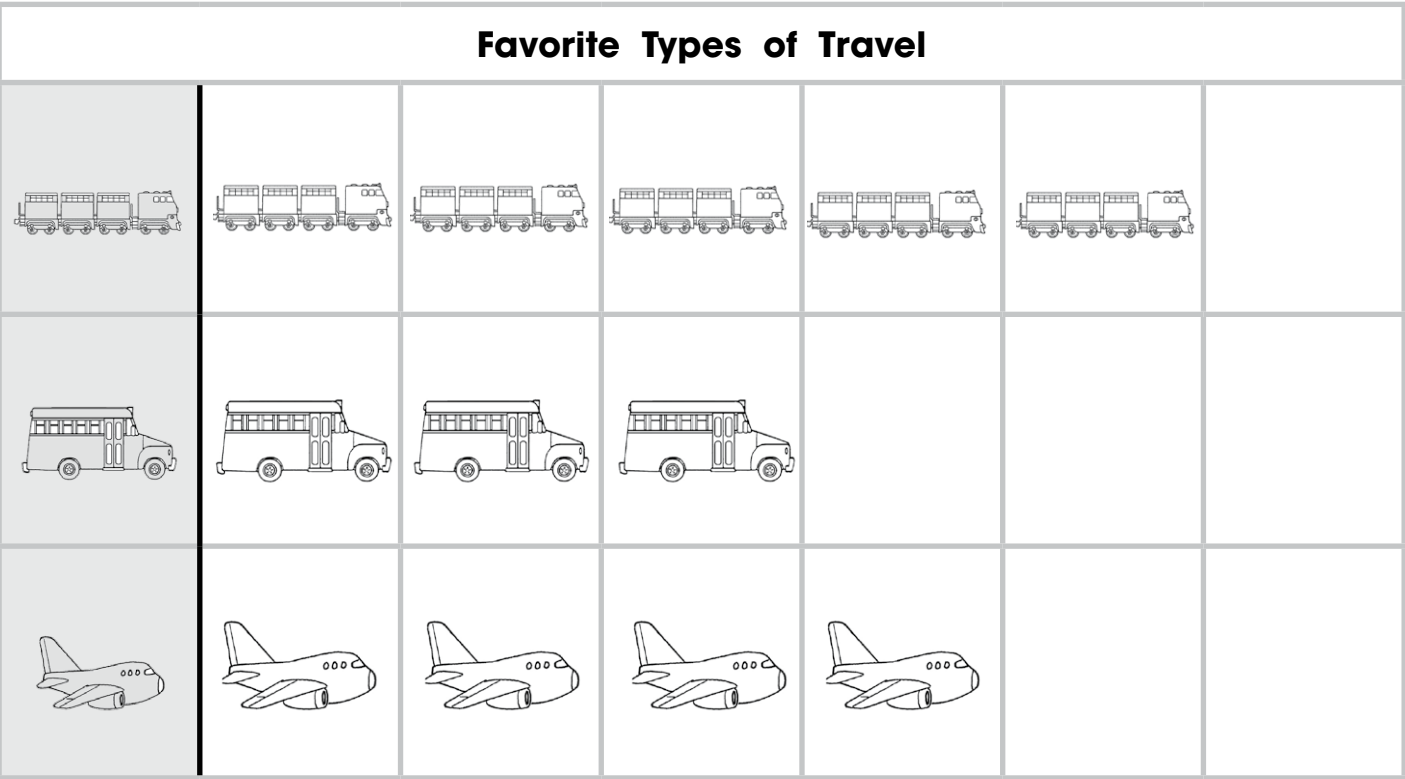
How many ✈️ ? _____

Which type has the least votes? 🚂 ✈️ 🚌

How many fewer voted for 🚌 than ✈️ ? _____

How many votes were there in all? _____

**Circle the named shapes.**
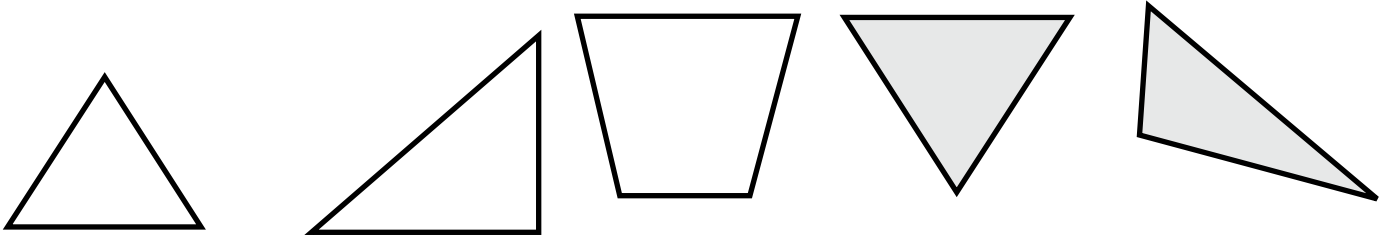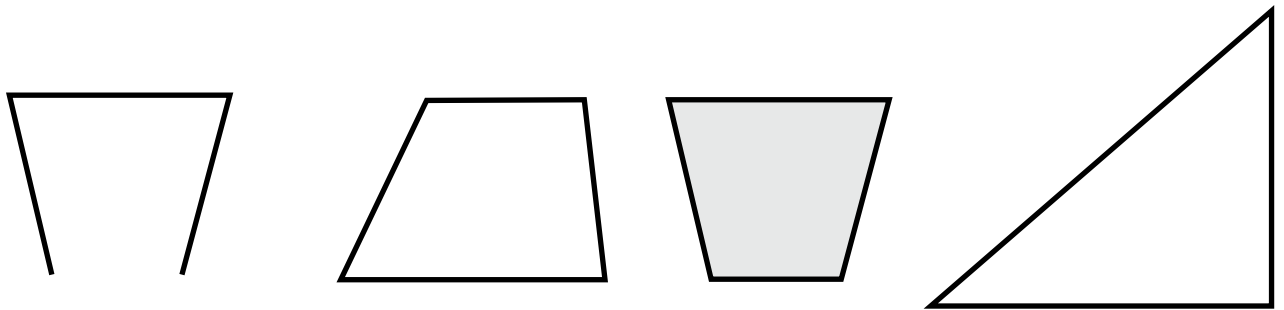
triangle
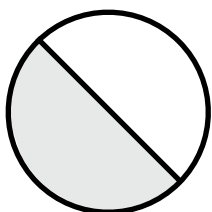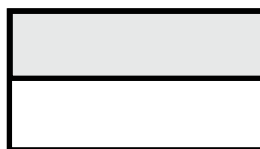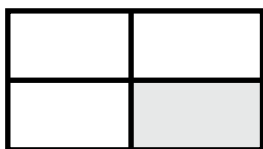
squares

trapezoid

---

**Circle the 2 tangram shapes that you can combine to make a square.**
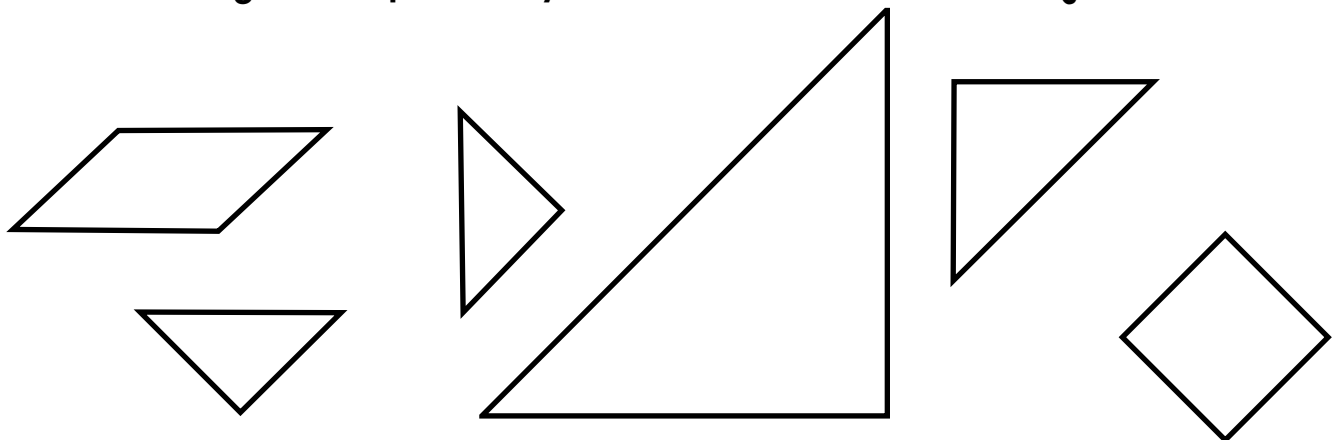
**In each row, draw lines to make two equal shares for the first shape and 4 equal shares for the next shape.**
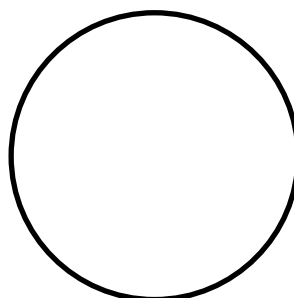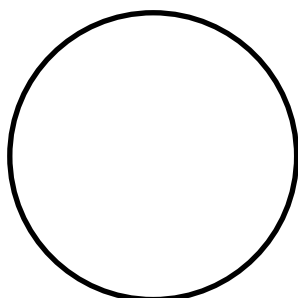
**Circle the figures with one-fourth or a quarter of the shape shaded.**
**Underline the ones with one-half of the shape shaded.**
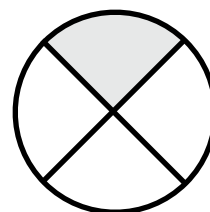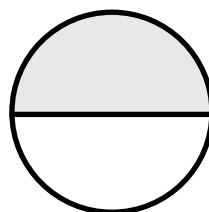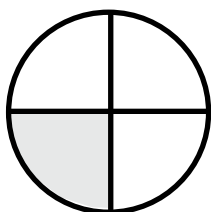
# Individual Scoring Chart

Name _____

........................................................................

**Student Name**_____  **Pre-Assessment Date:** _____

**Post-Assessment Date:** _____

| Skill | Assessment page | Pre-Assessment | Post-Assessment | EIA Mathematics Unit |
|---|---|---|---|---|
| Add To and Take From | 4 | /3 | /3 | Unit 1 |
| Put Together and Take Apart | 5 | /3 | /3 | Unit 2 |
| Add and Subtract to Compare | 6 | /3 | /3 | Unit 3 |
| Add Three Numbers | 7 | /3 | /3 | Unit 4 |
| Use Properties of Addition to Add | 8 | /4 | /4 | Unit 5 |
| Use Strategies to Add | 9 | /4 | /4 | Unit 6 |
| Use Strategies to Subtract | 10 | /4 | /4 | Unit 7 |
| Find the Missing Number | 11 | /4 | /4 | Unit 8 |
| Count, Read, and Write Numbers to 120 | 12 | /4 | /4 | Unit 9 |
| Tens and Ones | 13 | /4 | /4 | Unit 10 |
| Compare Numbers | 14 | /4 | /4 | Unit 11 |
| Add a Two-Digit Number and a One-Digit Number | 15 | /4 | /4 | Unit 12 |
| Ten More, Ten Less | 16 | /4 | /4 | Unit 13 |
| Add Multiplies of Ten | 17 | /4 | /4 | Unit 14 |
| Subtract Multiplies of Ten | 18 | /4 | /4 | Unit 15 |
| Compare and Order Lengths | 19 | /2 | /2 | Unit 16 |
| Measure Length with Non-Standard Units | 20 | /2 | /2 | Unit 17 |
| Tell and Write Time | 21 | /3 | /3 | Unit 18 |
| Interpret Data | 22 | /4 | /4 | Unit 19 |
| Use Plane & Solid Shapes | 23 | /3 | /3 | Unit 20 & 21 |
| Parts of Shapes | 25 | /4 | /4 | Unit 22 |
| **TOTAL** | | /74 | /74 | |

## ANSWER KEY

**Add to solve each problem. Show your work.**

Maya has 5 🔵🔵 .
marbles

Max gives her 3 more 🔵🔵 .
marbles

How many 🔵🔵 does she have now?     **5 + 3 =** __8__
marbles

---

4 📚 are on a shelf.
books

Amy put away some more 📚 .
books

Then there were 9 📚 on the shelf.
books

How many 📚 did he put away?     **4 +** __5__ **= 9** 📚
books                                                          books

---

**Take away to solve the problem. Show your work.**

There are some 🥪 on a plate.
sandwiches

People ate 7 🥪 .
sandwiches

Now there are 4 🥪 .
sandwiches

How many 🥪 started on the plate?     __11__ **- 7 = 4**
sandwiches

**Use** 🪙🪙 **to solve each problem.**
counters

A box has 2 red ✏️ and 6 green ✏️ .
markers                markers

How many ✏️ are in the box?
markers

8

_____

---

Sophia has 4 new 🪆🪆 and 3 old 🪆🪆 .
dolls                    dolls

How many 🪆🪆 does she have?
dolls

7

**3 + 4 =** _____ 🪆🪆 .
dolls

---

There are 11 🍔🍔 . There are 6 on the grill. The rest
hamburgers

are on a plate. How many 🍔🍔 are on the plate?
hamburgers

| 11 | |
|----|----|
| 6 | ? |

**6 +** _**5**_ **= 11** 🍔🍔
hamburgers

**11 − 6 =** _**5**_ 🍔🍔
hamburgers

**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?
paper clips

__**2**__ more

Kayla buys 6 📚 .
books

Joseph buys 1 📖 .
book

How many fewer 📚 does Joseph buy than Kayla?
books

6 – 1 = __**5**__ fewer 📚 .
books

Ms. Morgan sees 7 🍃 .
leaves

Noah sees 4 more 🍃 than Ms. Morgan.
leaves

How many 🍃 does Noah see?
leaves

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___ birds

---

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___** cards .

**Add. Use** ⬚ **if you like.**

$6 + 2 =$ __8__              $2 + 6 =$ __8__
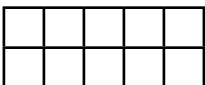
$9 + 7 =$ __16__            $7 + 9 =$ __16__

$(5 + 3) + 3 =$ __11__     $5 + (3 + 3) =$ __11__

$(4 + 6) + 7 =$ __17__     $4 + (6 + 7) =$ __17__

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

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

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

$$7 + 3 = \underline{10}$$

$$9 + 7 = \underline{16}$$

**Subtract.**

1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20
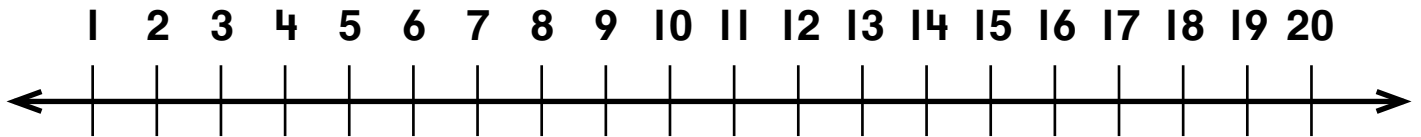
$14 - 5 = \underline{9}$

$13 - 7 = \underline{6}$

**Add. Then subtract. Use**  **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.**

$$3 + 7 = \underline{10}$$

$$14 - \underline{8} = 6$$

$$\underline{6} + 9 = 15$$

$$5 = 12 - \underline{7}$$

Name _____

**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.**
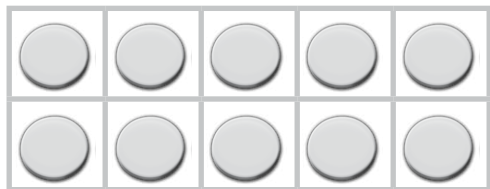
1 ten          2 ones          12
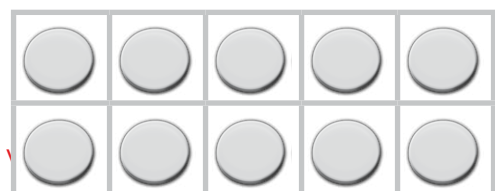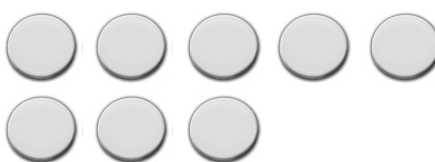
___1___ ten          ___8___ ones          18
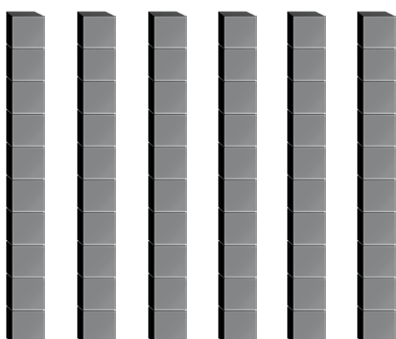
___6___ tens          ___0___ ones          60
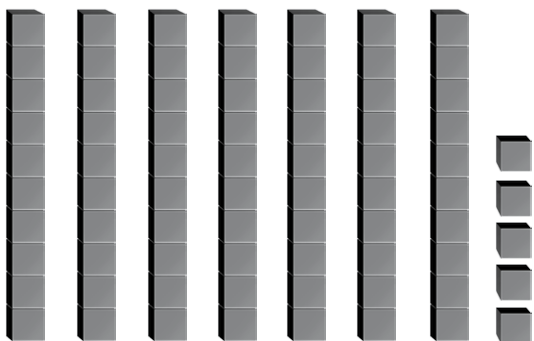
___7___ tens          ___5___ ones          75

Name _____

**For each problem, compare. Write >, =, or <.**

39 > 14

47 < 86

27 = 27

95 > 90

Name _____
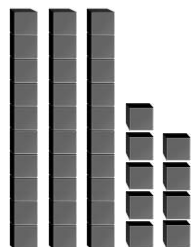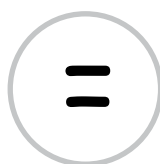
**Solve each problem. Show your work.**

77 + 2

$$\begin{array}{r} 77 \\ +\ 2 \\ \hline 79 \end{array}$$
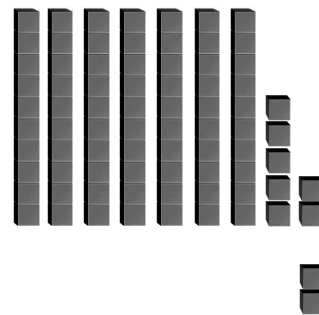
35 + 5

$$\begin{array}{r} 35 \\ +\ 5 \\ \hline 40 \end{array}$$
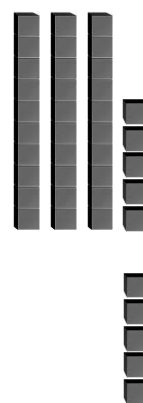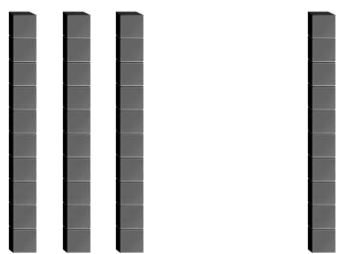
42 + 6

| tens | ones |
|------|------|
| 4 | 2 |
| + | 6 |

48
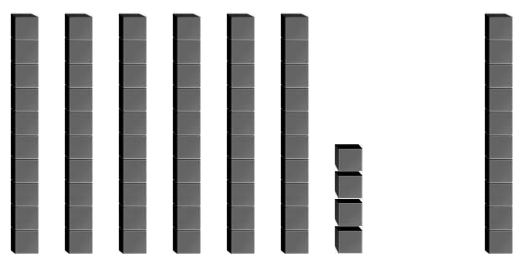
63 + 9

| tens | ones |
|------|------|
| 6 | 3 |
| + | 9 |

72

**Find the sum for each problem.**
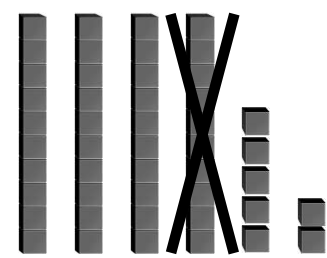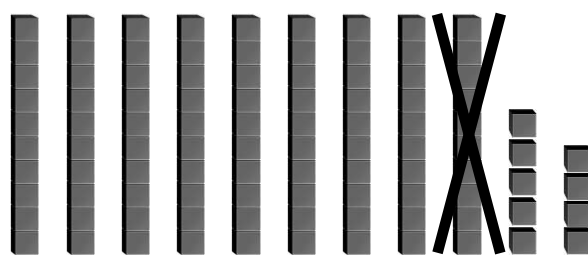
40

30  +  10 = _____

74

64  +  10 = _____

**Find the difference for each problem.**

37

47  –  10 = _____

89

99  –  10 = _____

**Find the sum for each problem.**
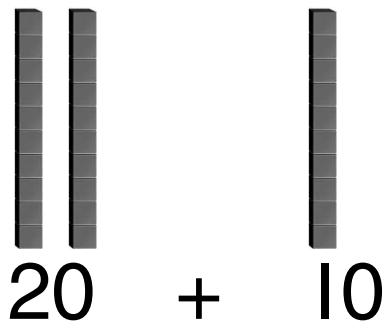
20   +   10

$$\begin{array}{r} 20 \\ +\ 10 \\ \hline 30 \end{array}$$
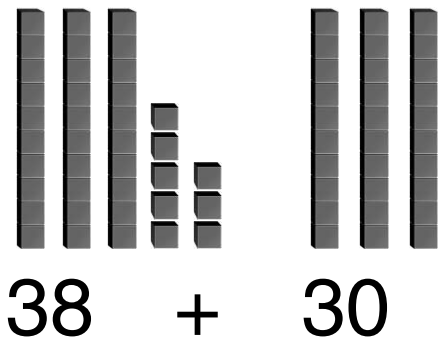
38   +   30
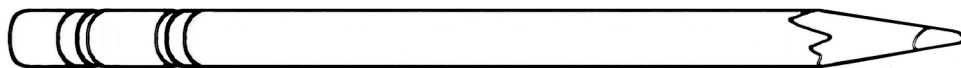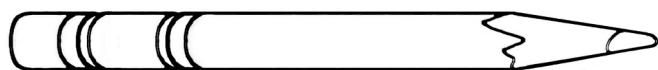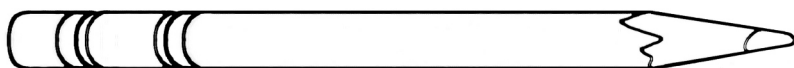
$$\begin{array}{r} 38 \\ +\ 30 \\ \hline 68 \end{array}$$

20 + 70

| tens | ones |
|------|------|
| 2 | 0 |
| + 7 | 0 |

90

63 + 20

| tens | ones |
|------|------|
| 6 | 3 |
| + 2 | 0 |

83

**Subtract for each problem.**

60 – 20

$$60$$
$$-\ 20$$
$$\overline{40}$$

36 – 10

$$36$$
$$-\ 10$$
$$\overline{26}$$
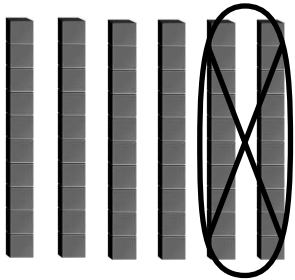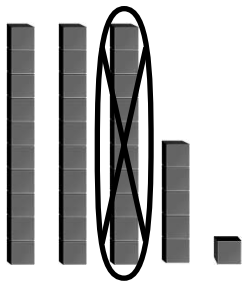
78 – 30

| tens | ones |
|------|------|
| 7 | 8 |
| – 3 | 0 |

48

84 – 60

| tens | ones |
|------|------|
| 8 | 4 |
| – 6 | 0 |

24

**For each problem, order the pictures from shortest to longest.**

2

1

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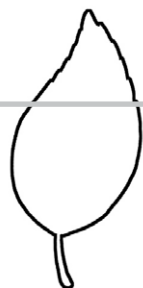
2          3          1
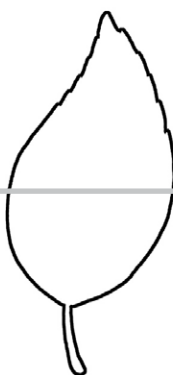
For each problem, use ![paper clips] to measure. Record your work.
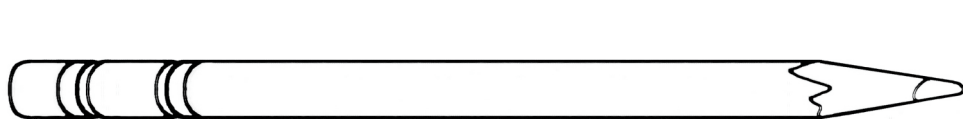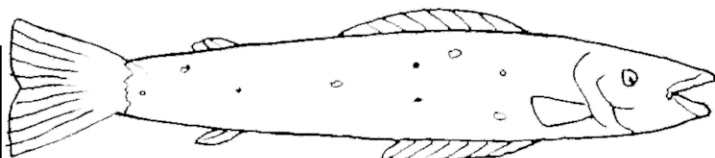
paper clips

about ___4_____ ![paper clips]

paper clips

about ___3_____ paper clips

Name _____

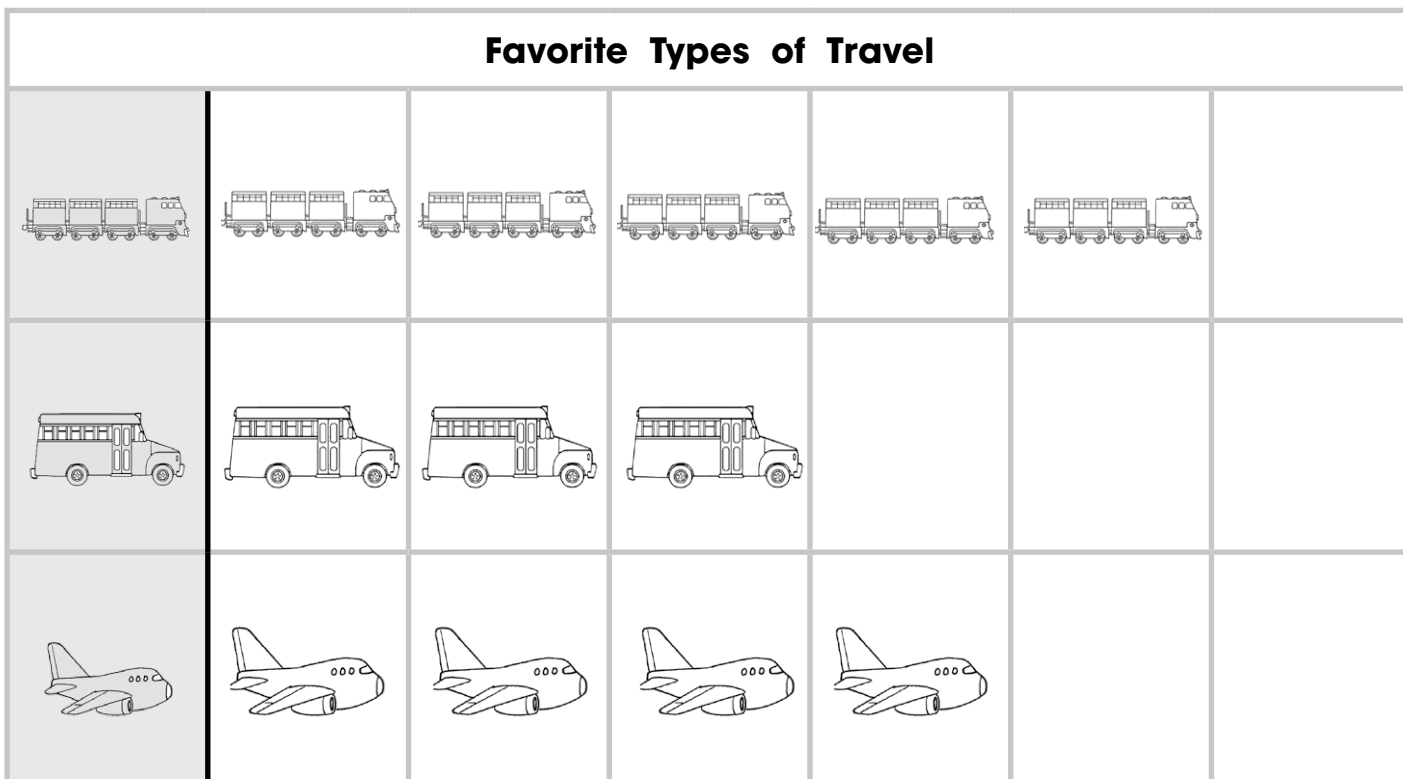**For each problem, look at each clock. Tell and write the time.**

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

| Favorite Types of Travel | | | | | | |
|---|---|---|---|---|---|---|
| 🚂 | 🚂 | 🚂 | 🚂 | 🚂 | 🚂 | |
| 🚌 | 🚌 | 🚌 | 🚌 | | | |
| ✈️ | ✈️ | ✈️ | ✈️ | ✈️ | | |
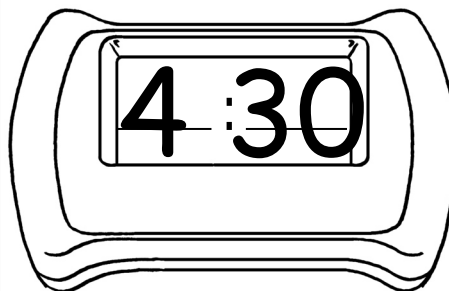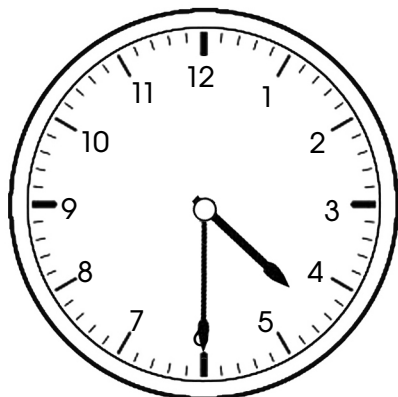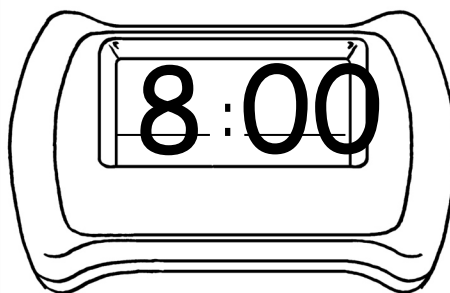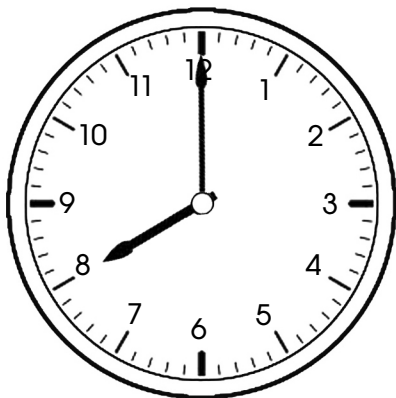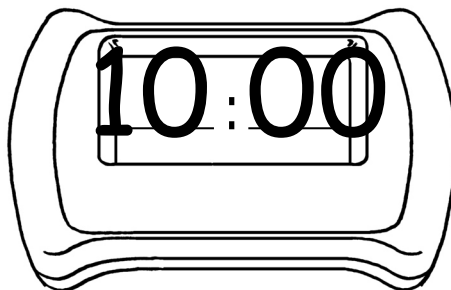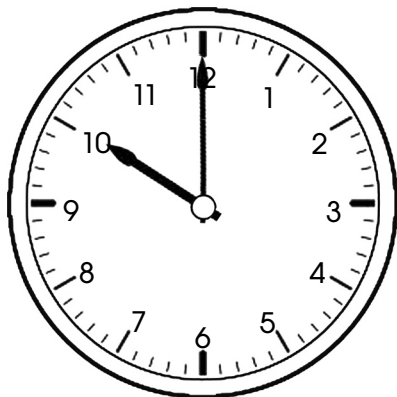
How many ✈️ ? _____ **4**

Which type has the least votes? 🚂 ✈️ (🚌)

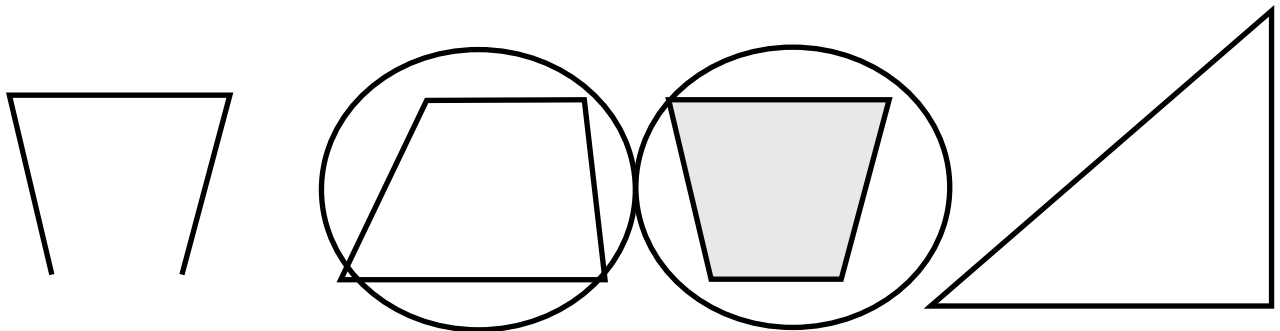How many fewer voted for 🚌 than ✈️ ? _____ **1**

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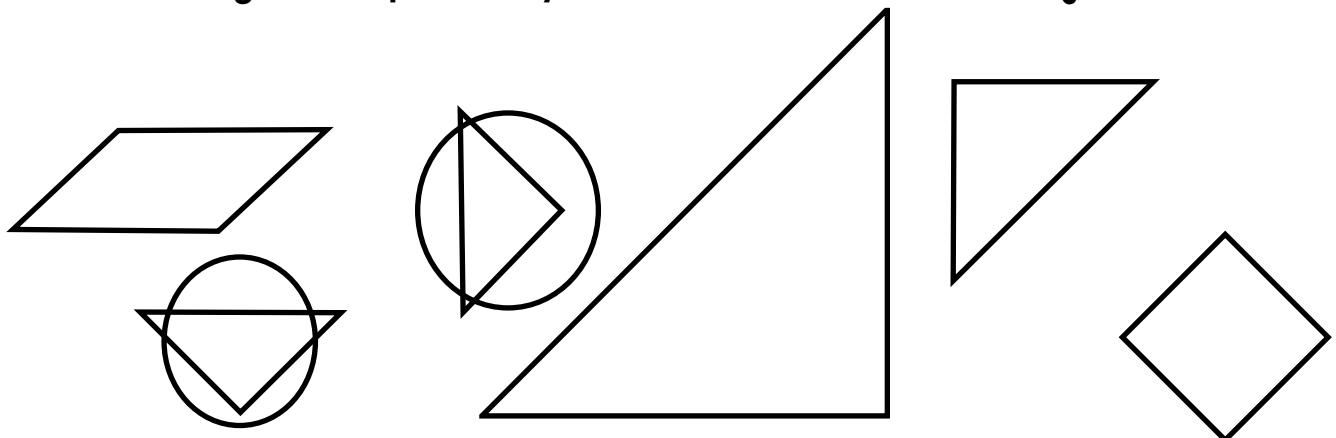
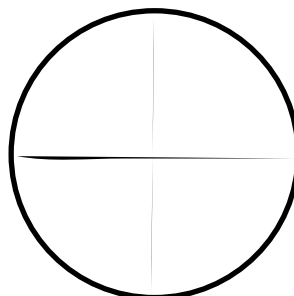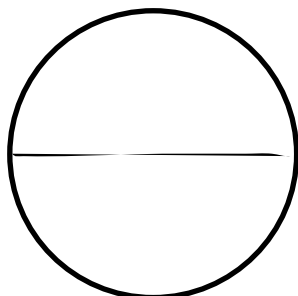**Circle the named shapes.**

triangle

squares

trapezoid

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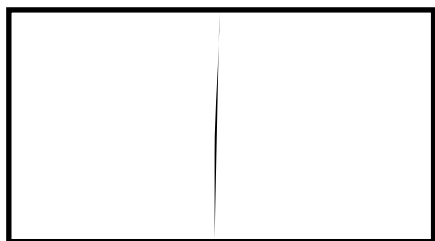**Circle the 2 tangram shapes that you can combine to make a square.**

**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.**