Grade 1

AVAILABLE IN SPANISH

# Reveal MATH®

Assessment
Sampler

McGraw Hill

Differentiation
Resource Book

Every lesson includes pages to Reinforce Understanding and Extend Thinking to support lesson differentiation. These are available to print digitally as well. Additional differentiation resources are available digitally and within the Workstation Kit.

Assessment Resource Book

The Assessment Resource Book provides the following resources. Assessments can be completed in print or digitally.

COURSE ASSESSMENTS

Course Diagnostic assesses student's readiness for grade-level content as they enter a new school year.

Benchmark Assessments help monitor student progress towards grade-level expectations.

Summative Assessment evaluates student learning at the end of each grade level.

UNIT ASSESSMENTS

Unit Readiness Diagnostics assess each student's proficiency with pre-requisite skills to determine readiness for the unit content.

Unit Assessments measure multiple depths of knowledge to assess for various stages of understanding. Two forms of the assessment allow for flexibilty.

Performance Tasks assess students' understanding of big ideas and their ability to apply unit content to solve real-world problems. In addition, practice performance tasks are available as part of the unit review materials.

LESSON ASSESSMENTS

Exit Tickets assess student understanding of lesson content and drive differentiation.

Assessment Resource Book

Grade **I**

Course Diagnostic

Name

I. Look at the picture. How many cows are left?

6 − 4 = ?

A. I

B. 2

C. 3

D. 4

2. Count by I0s. Which number comes next?

30, 40, 50, 60, 70, _____

A. 7I

B. 75

C. 80

D. 90

3. Which object does *not* belong in a group of tall objects?

A.

B.

C.

D.
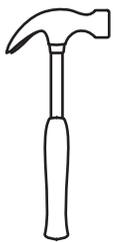
Course Diagnostic (continued)

Name _____

4. Look at the apples.
Which equation matches the picture?
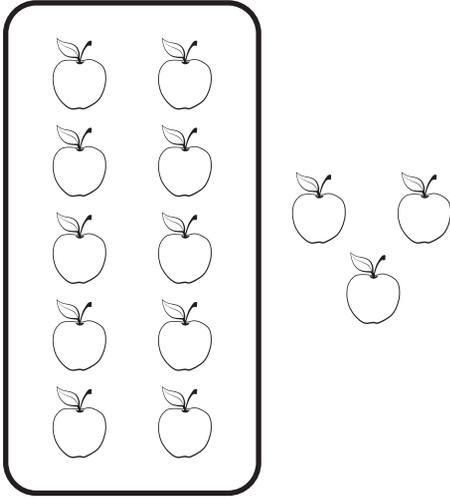
A. $10 + 3 = 13$ **C.** $10 + 2 = 12$

B. $10 + 4 = 14$ **D.** $10 + 1 = 11$

5. Which shows a pair of shapes with the same number of sides?

A.

C.

B.

D.
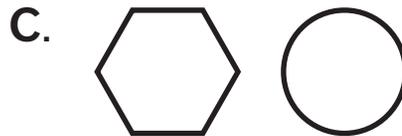
6. Count the bells. How many?
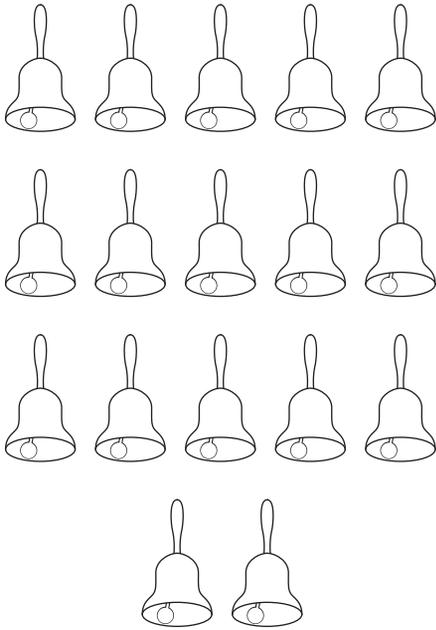
_____ bells

7. Count the fingers to add 4 and 4. How many fingers in all?

A. 4   **B.** 5   **C.** 7   **D.** 8

Course Diagnostic (continued)
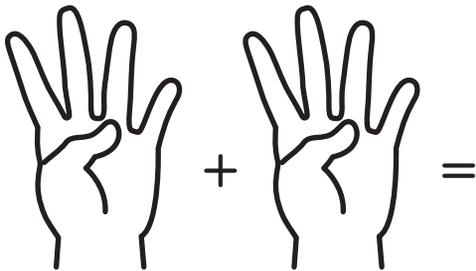
Name

8. Which group of shapes shows *only* circles?

A.

C.

B.

D.
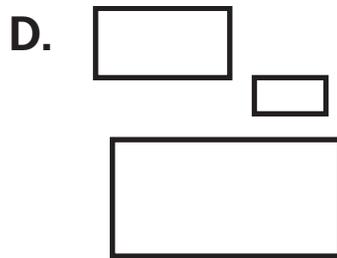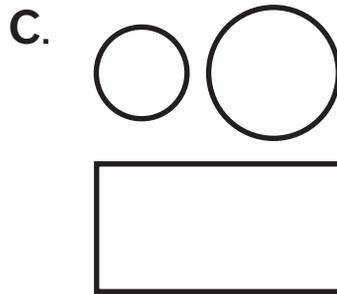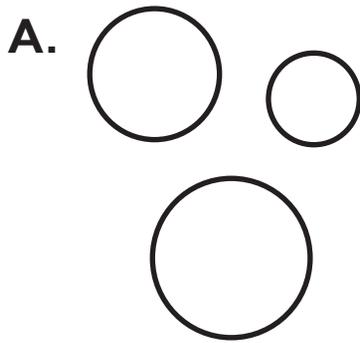
9. Which solid is a sphere?

A.

B.

C.
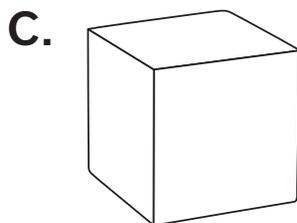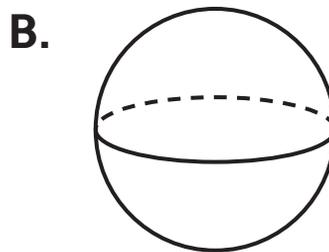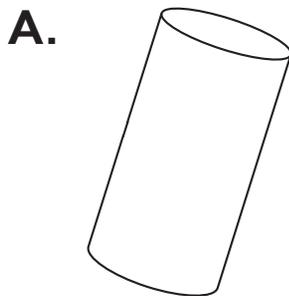
10. There are 9 ladybugs. 5 leave. How many ladybugs are there now?
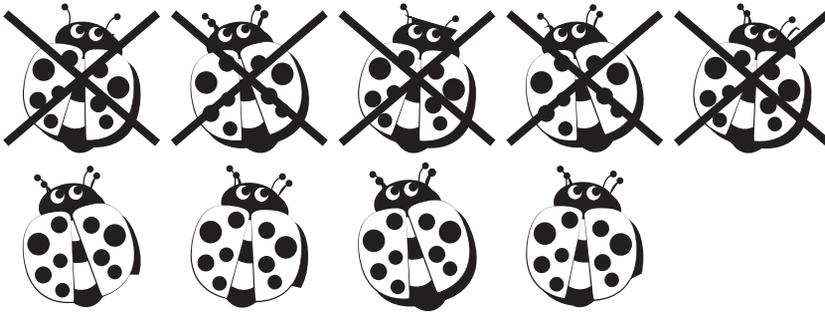
$9 - 5 =$ _____ ladybugs

11. Which number is greater?

A. 7 **B.** 9

12. Look at the picture. How many more counters are needed to make 10?

_____ counters

Unit **3**
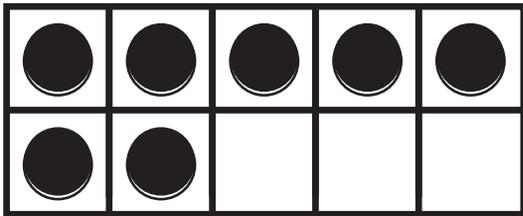
How Ready Am I?

Name _____

1. Which picture shows more?

A. 🐤🐤🐤🐤🐤   **B.** 🐤🐤🐤🐤
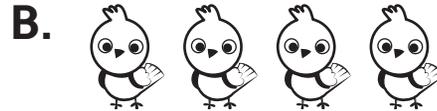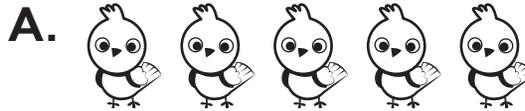
2. What is the missing number?

10, 20, 30, 40, _____, 60

A. 30   **B.** 41   **C.** 50   **D.** 70

3. Which picture shows less?

A. 🍓🍓🍓🍓🍓🍓🍓🍓🍓   **B.** 🍓🍓🍓🍓🍓🍓🍓🍓

4. Complete the sentence: 10 and _____ more is 16.

A. 6   **B.** 10   **C.** 16   **D.** 17

5. Which number is less?

A.   8   **B.** 7

6. Complete the sentence: _____ and 2 more is 12.

A. 1   **B.** 2   **C.** 10   **D.** 13

7. Complete the sentence: 10 and _____ more is 13.

A. 3   **B.** 4   **C.** 12   **D.** 13

8. Which number is greater than 3?

A. 1   **B.** 6

9. Are the numbers of cats and dogs equal?
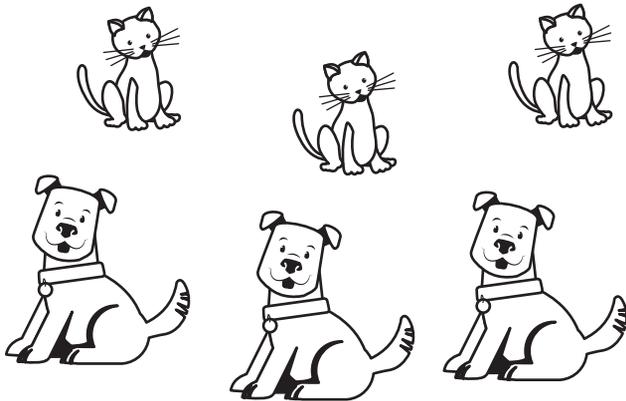
A. Yes   **B.** No

10. There are 10 frogs in each row.
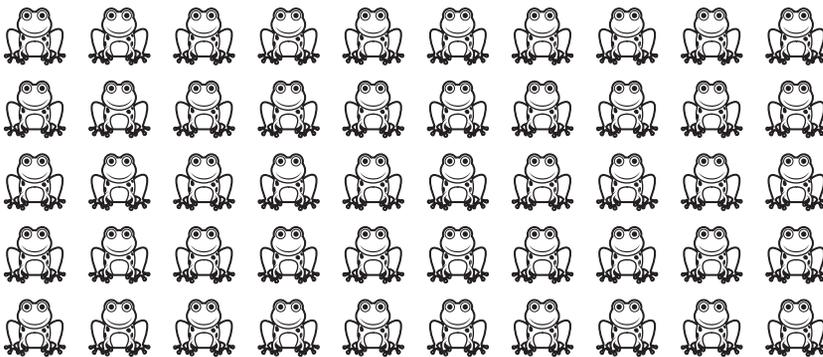
How many frogs are there in all?

A. 5   **B.** 6   **C.** 50   **D.** 60

Exit Ticket

Name _____

1. How many? Write the numbers.
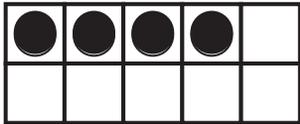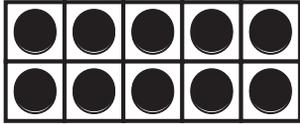
_____ ten and _____ ones is _____.

2. Abi has 17 berries. Which ten-frames show how many?

A.   **B.**   **C.**
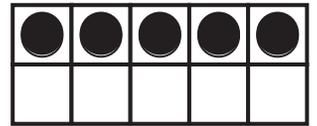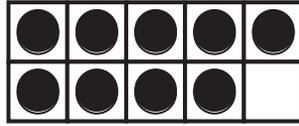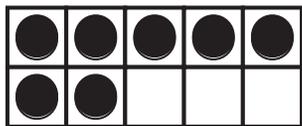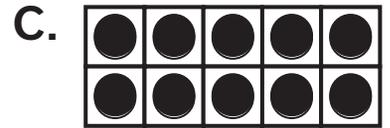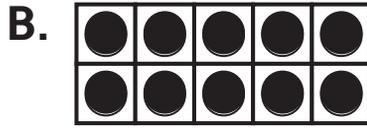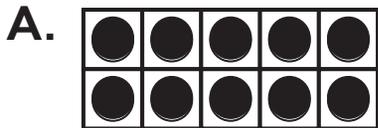
3. Iva has 8 stickers. Jay has 10 stickers. They use all the stickers on a poster. How many stickers do they use?

_____ stickers

Reflect On Your Learning

Exit Ticket

Name _____

I. How many groups of 10? Write the numbers.
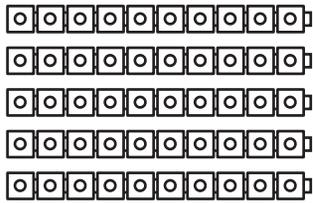
_____ tens and _____ ones is _____.

2. Mark and Kim use connecting cubes to show a number. Mark shows 40 ones. Kim shows 4 tens. Do Mark and Kim show the same number?

  A. Yes, 4 tens is equal to 40 ones.

  B. No, 40 ones is greater than 4 tens.

3. Mr. Richards has 8 boxes of pencils. Each box has 10 pencils. How many pencils does Mr. Richards have?

_____ pencils

Reflect On Your Learning

Lesson 3-3

Exit Ticket

Name _____

1. How can you show 26?

A. **B.** **C.** **D.**
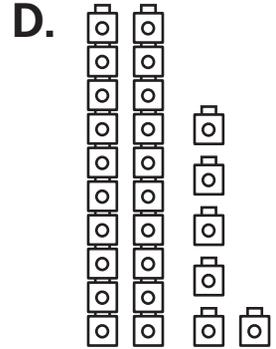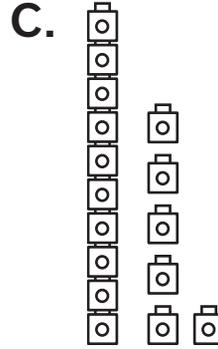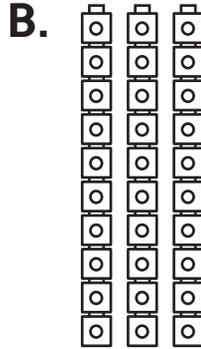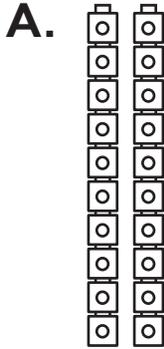
2. Draw tens and ones to show the number 42.

3. Look at the bracelets and beads. Each bracelet has 10 beads. Write the number of beads in all.

_____ tens and _____ ones is _____.

Reflect On Your Learning

Exit Ticket

Name _____

Ia. Draw tens and ones to show 63.

tens	ones

Ib. Write the number 63 in the place-value chart.

2. Complete the sentences about the number 97.

The value of the 9 is _____ tens or _____.

The value of the 7 is _____ ones or _____.

3. Look at the connecting cubes.
Write the number in the place-value chart.
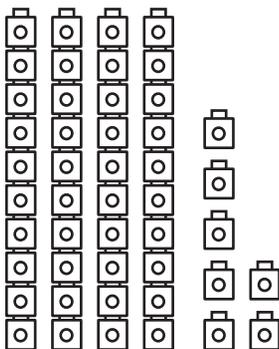
tens	ones

Reflect On Your Learning

Exit Ticket

Name _____

I. Which sets of connecting cubes show 53?
Choose all the correct answers.

A.

B.

C.
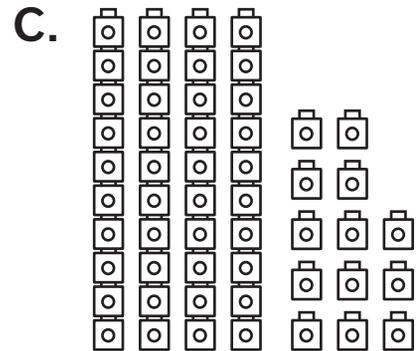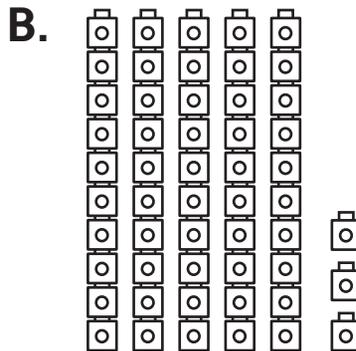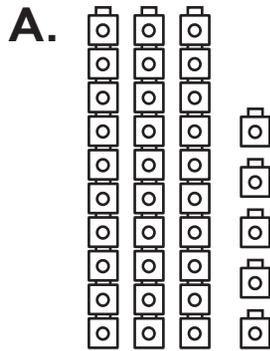
Complete the sentences about the number.

2. 4 tens and _____ ones is 48.

3 tens and _____ ones is 48.

3. 3 tens and _____ ones is 59.

5 tens and _____ ones is 59.

Reflect On Your Learning

Exit Ticket

Name _____

I. Compare the numbers. Which sentence is correct?
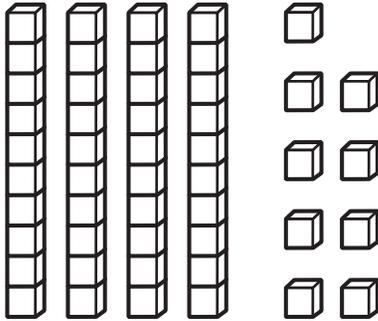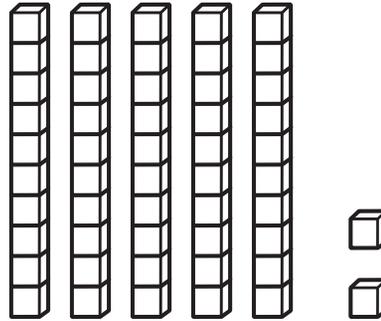
49   52

A. 49 is greater than 52.   **B.** 49 is less than 52.

2. Val has 78 beads. Jean has 8I beads.
Who has more beads?

A. Val   **B.** Jean

3. Is the comparison true? Choose True or False.

	True	False
23 is equal to 32.		
35 is less than 92.		
60 is greater than 67.		

Reflect On Your Learning

Exit Ticket

Name _____

I. Use the number line to compare 14 and 8.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
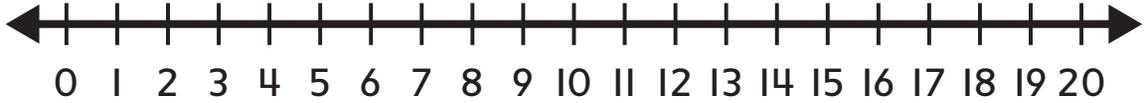
A. 14 is less tha**n 8**   **B.** 14 is greater tha**n 8**

Use the number line to answer the questions.

80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100
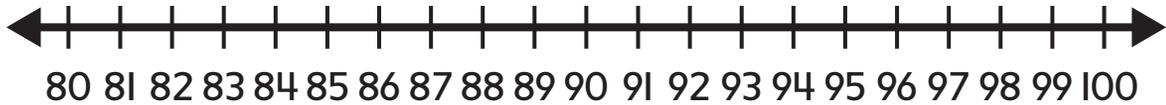
2. Is the comparison true? Choose True or False.

	True	False
90 is less than 88.		
89 is greater than 84.		
93 is greater than 89.		

3. Pat says 92 is less than 87. How do you respond?

   A. I agree. 2 is before 7 on the number line.

   B. I disagree. 92 is to the right of 87 on the
          number line.

Reflect On Your Learning

Lesson **3-8**

Exit Ticket

Name _____

1. Which symbol means *less than*?

   A. <   **B.** >   **C.** =

2. Draw the tens and ones. Then write <, >, or =.

       46   ◯   62

3. Compare the numbers. Write <, >, or =.

   84 ◯ 48

4. Compare the numbers. Choose <, >, or =.

	>	<	=
39 ◯ 51			
46 ◯ 46			
5 ◯ 55			
70 ◯ 68			

Reflect On Your Learning

Unit Assessment, Form A

Name _____

1. Draw counters in the ten-frames to show how many.
Then write the number.
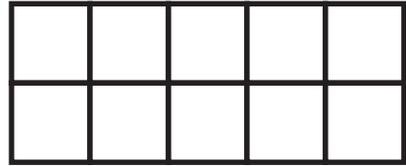
I ten and 4 ones is _____.

2. What are different ways to show the number 15?
Choose all the correct answers.

A. 5 tens and 1 one   **B.** 0 tens and 15 ones

C. 1 ten and 1 one   **D.** 1 ten and 5 ones

3. How many groups of 10? Write the numbers.
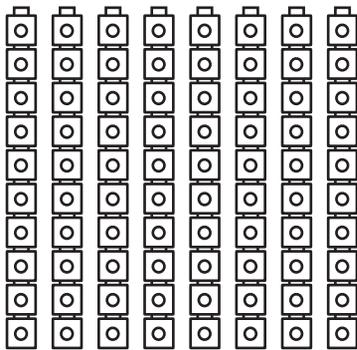
_____ tens and _____ ones is _____.

4. Which words correctly compare the numbers?
56 is _____ 65.

A. equal to   **B.** greater than   **C.** less than

5. Draw the tens and ones. Then write >, <, or =.

35   ◯   29

6. Blake has 8 toys. His friend has 10 toys. How many toys do they have in all?

_____ toys

7. Mrs. Williams has 7 boxes of pencils. There are 10 pencils in each box. She has 3 extra pencils. How many pencils does Mrs. Williams have in all?

_____ pencils

8. Complete the sentences about the number 86.

The value of the 8 is _____ tens or _____.

The value of the 6 is _____ ones or _____.

Name

9. Which sets of base-ten blocks show 58?
Choose all the correct answers.

A.

B.

C.

D.
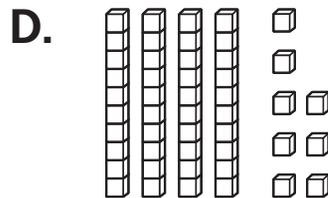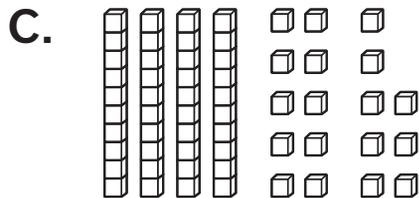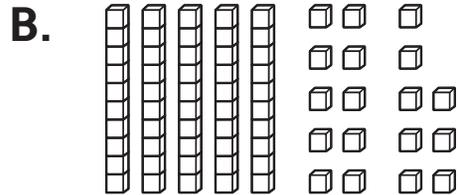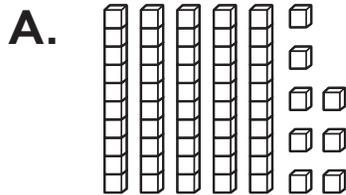
10. Is the comparison true? Choose True or False.

	True	False
48 is greater than 24.		
36 is equal to 36.		
63 is less than 29.		

II. How can you compare the numbers?
Choose <, >, or =.

45 ◯ 48

A. <   **B.** >   **C.** =

12. Write the number of cubes in the place-value chart.
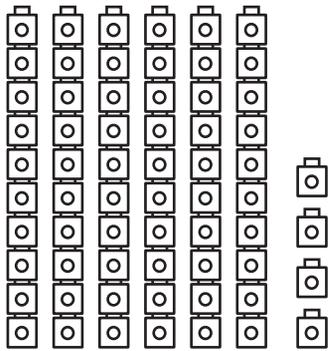
tens	ones

13. Circle each group of 10. Are there any ones left over?
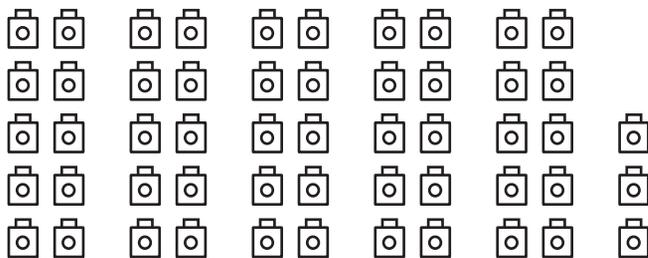
Write the numbers to show how many.

_____ tens and _____ ones is _____.

14. Use the number line to compare the numbers.

40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60
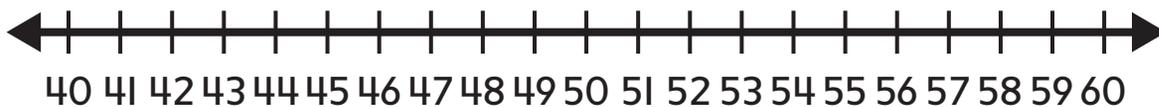
Is the comparison true? Choose True or False.

	True	False
41 is greater than 51.		
46 is less than 54.		
58 is greater than 49.		

Unit Assessment, Form B

Name _____

1. Draw counters in the ten-frames
to show how many.
Then write the number.

I ten and 9 ones is _____.

2. What are different ways to show the number 17?
Choose all the correct answers.

   A. 0 tens and 17 ones   **B.** I ten and I one

   C. 7 tens and I one   **D.** I ten and 7 ones

3. How many groups of 10? Write the numbers.
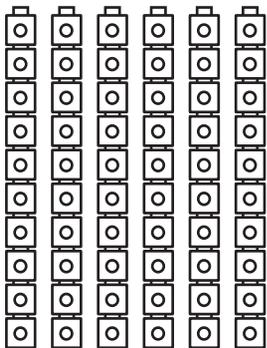
_____ tens and _____ ones is _____.

4. Which words correctly compare the numbers?
87 is _____ 78.

   A. equal to   **B.** greater than   **C.** less than

5. Draw the tens and ones. Then write >, <, or =.
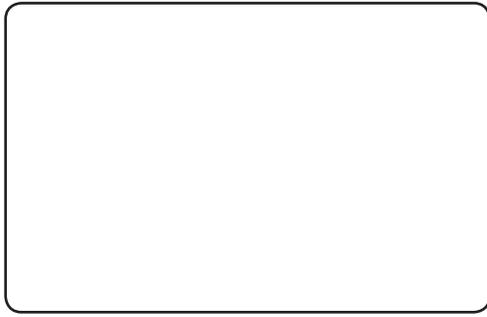
41 ◯ 41

6. Cliff picks 3 apples. His friend picks 10 apples. They put all the apples in a bucket. How many apples are in the bucket?

_____ apples

7. Hafsa has 3 bags of bagels and 7 extra bagels. There are 10 bagels in each bag. How many bagels does Hafsa have in all?

_____ bagels

**8.** Complete the sentences about the number 49.

The value of the 4 is _____ tens or _____.

The value of the 9 is _____ ones or _____.

Name

9. Which sets of base-ten blocks show 82?
Choose all the correct answers.

A.

B.

C.

D.
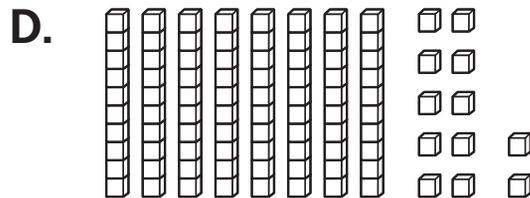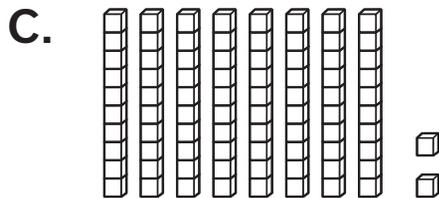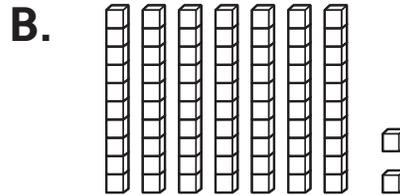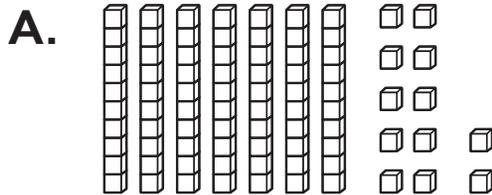
10. Is the comparison true? Choose True or False.

	True	False
45 is greater than 61.		
29 is equal to 92.		
38 is less than 72.		

11. How can you compare the numbers?
Choose <, >, or =.

64 ◯ 61

A. <   B. >   C. =

12. Write the number of cubes in the place-value chart.
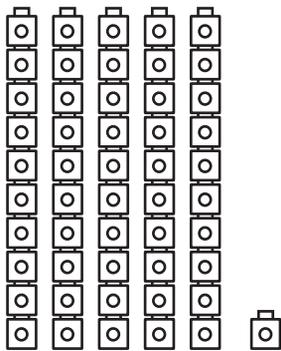
tens	ones

**13.** Circle each group of ten. Are there any ones left over?
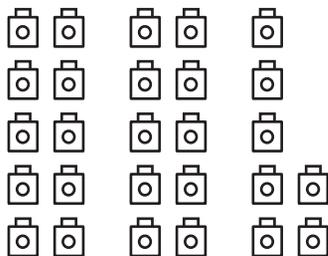
Write the numbers to show how many.

_____ tens and _____ ones is _____.

14. Use the number line to compare the numbers.

40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60

Is the comparison true? Choose True or False.

	True	False
51 is greater than 45.		
43 is less than 53.		
49 is greater than 54.		

Performance Task

Name

Number Cube Game

Caleb and Asher are playing a game.

- There are two number cubes with numbers 1–6.

- Players roll the number cubes and make a 2-digit number.

- The greater number wins.

Part A

Caleb rolls the numbers 3 and 6. Draw base-ten blocks to show each of the numbers Caleb can make. Write the number the base-ten blocks show below each group of blocks.

Part B

Caleb wants to choose the greater number to help him win the game. Which number should Caleb choose? Explain why that number is greater.

Part C

Asher rolls the numbers 2 and 5. What is the greatest 2-digit number he can make?

Part D

Show each number on the number line.

35   40   45   50   55   60   65
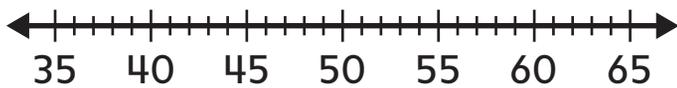
Who wins the game? Explain.

Part E

Write a statement using <, >, or = to show which number is greater. How can you use base-ten blocks to support this answer?