


COMMON CORE
STANDARDS

Math
ASSESSMENTS
PACK

GRADE 1





These assessments are Common Core aligned. There is also a checklist with all of the standards included that you can use for each student once you have completed each standard.

THANK YOU!

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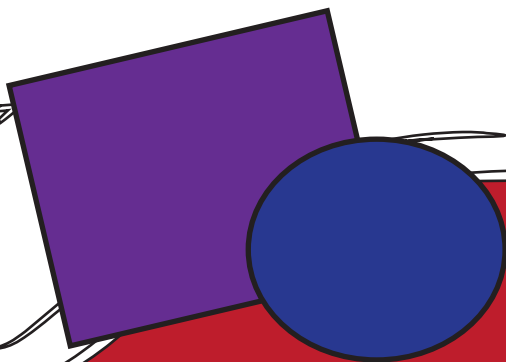
Graphics By: Scrappin Doodles

1.OA.1

Operations & Algebraic Thinking

Represent and solve problems involving addition and subtraction.

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

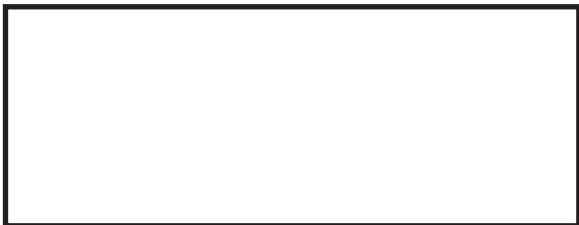


Name _____ Date _____

Operations & Algebraic Thinking

1.OA.1

1. Louis has 12 apples. Jim has 5 fewer apples than Louis. How many apples does Jim have? _____



2. Susan has 3 more marbles than Cindy. Cindy has 4 marbles. How many does Susan have? _____



3. Mary had 18 pencils. She divided them equally between 2 cups. How many were in each cup? _____



3. There were 13 dogs outside and some were eating. 8 dogs were drinking water. How many dogs were eating? _____



4. Jason had 14 ladybugs. He caught 6 more. How many did he have altogether? _____



5. Write a word problem to match the equation. $7+5=$ _____

6. Draw a picture to match the equation.

$$8+9=$$



7. Draw a picture to match the equation.

$$6-3=$$



1.OA.2

Operations & Algebraic Thinking

Represent and solve
problems involving
addition and
subtraction.

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.



Name _____ Date _____

Operations & Algebraic Thinking

1.OA.2

1. Jack has 3 red cars, 2 blue cars and 5 green cars. How many does he have in all? _____

2. Lisa had 8 pieces of gum. Toby ate 2 and Julie ate 4. How many did she have left? _____

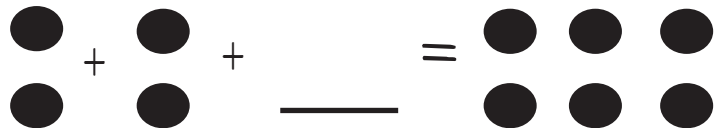
3. Phillip had 12 cupcakes. How could he share them equally between his 3 friends? _____

4. I had 9 cats and 2 of them ran away. 1 of them came back. How many cats do I have now? _____

4. Find the sum.



5. Find the missing number.



6. Find the missing number.



7. Draw a picture to match the equation.

$$8 - 2 - 1 = \underline{\hspace{2cm}}$$

8. Draw a picture to match the equation.

$$6 + 5 + 5 = \underline{\hspace{2cm}}$$

9. Write a word problem to match the equation. $3 + 2 + 5 = \underline{\hspace{2cm}}$

1.OA.3

Operations & Algebraic Thinking

Understand and apply properties of operations and the relationship between addition and subtraction.

Apply properties of operations as strategies to add and subtract. 2 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)



Name _____ Date _____

Operations & Algebraic Thinking

1.OA.3

1. Solve.

If $5+4=$ _____

then $4+5=$ _____

2. Solve.

If $8+2=$ _____

then $2+8=$ _____

3. Solve.

If $7 +$ _____ $= 10$

then _____ $+ 7 = 10$

4. Solve.

If $9 +$ _____ $= 12$

then _____ $+ 9 = 12$

5. Solve.

If _____ $+ 6 = 15$

then $6 +$ _____ $= 15$

6. Solve.

$5 + 4 + 1 =$ _____

$5 + 5 =$ _____

7. Solve.

$7 + 3 + 2 =$ _____

$7 +$ _____ $=$ _____

8. Solve.

$12 + 2 + 5 =$ _____

$12 +$ _____ $=$ _____

9. Solve.

$10 - 5 - 2 =$ _____

$10 -$ _____ $=$ _____

10. Solve.

$20 - 8 - 5 =$ _____

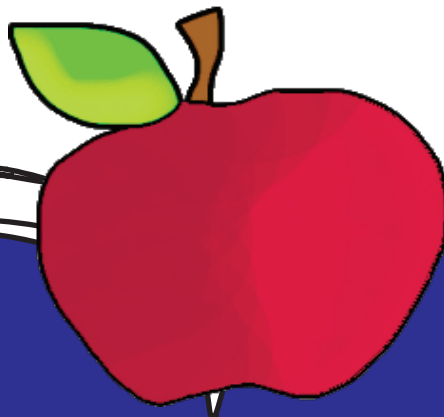
$20 -$ _____ $=$ _____

1.OA.4

Operations & Algebraic Thinking

Understand and apply properties of operations and the relationship between addition and subtraction.

Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. Add and subtract within 20.



Name _____ Date _____

Operations & Algebraic Thinking

1.OA.4

1. $5 + \underline{\hspace{2cm}} = 10$

2. $8 + \underline{\hspace{2cm}} = 17$

3. $\underline{\hspace{2cm}} + 14 = 19$

4. $\underline{\hspace{2cm}} + 5 = 11$

5. $12 + \underline{\hspace{2cm}} = 15$



6. $10 + \underline{\hspace{2cm}} = 20$

7. $7 + \underline{\hspace{2cm}} = 13$


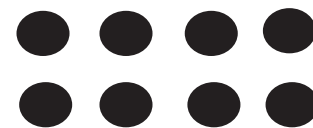
8. Find the sum.

 +  =

9. Find the missing number.

 + = 

10. Find the missing number.

 +  = 

11. Find the difference.



 - =

12. Find the difference.



 - =

13. Solve.

$6 - \underline{\hspace{2cm}} = 8 - 4$

14. Solve.

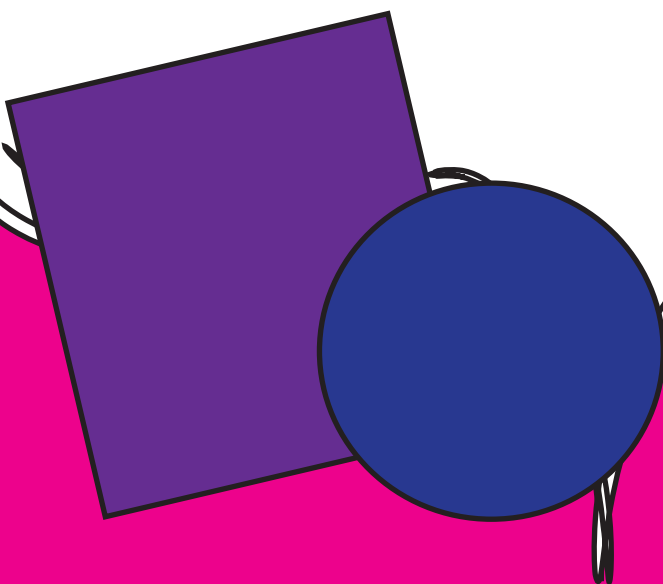
$5 + 4 = 7 + \underline{\hspace{2cm}}$

1.OA.5

Operations & Algebraic Thinking

Add and subtract within 20.

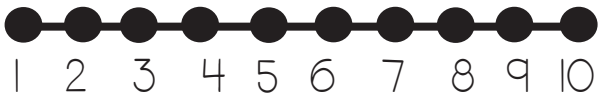
Relate counting to addition and subtraction (by counting on 2 to add 2).



Operations & Algebraic Thinking

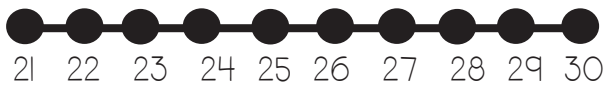
1.OA.5

1. Skip count and find the missing number.



4, 6, _____, 10

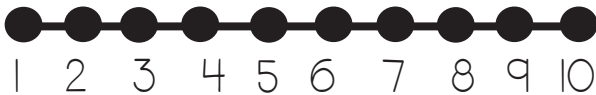
2. Skip count and find the missing number.



23, _____, 27

3. Solve using the number line.

$$6 - 4 = \underline{\hspace{2cm}}$$



4. Solve using the number line.

$$11 + 8 = \underline{\hspace{2cm}}$$



5. Solve using the number line.

$$19 - 5 = \underline{\hspace{2cm}}$$



6. Solve using the number line.

$$12 + 7 = \underline{\hspace{2cm}}$$



7. Solve using the number line.

$$17 - 0 = \underline{\hspace{2cm}}$$



8. Solve using the number line.

$$18 + 2 = \underline{\hspace{2cm}}$$



1.OA.6

Operations & Algebraic Thinking

Add and subtract within 20.

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as

counting on; making ten

($8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a

number leading to a ten

($13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the

relationship between addition and subtraction

(Knowing that $8 + 4 = 12$, one knows

$12 - 8 = 4$); and creating equivalent but easier or

known sums (adding $6 + 7$ by creating the

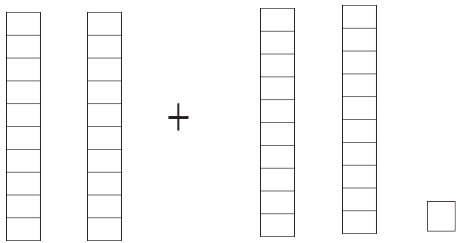
known equivalent $6 + 6 + 1 = 12 + 1 = 13$).



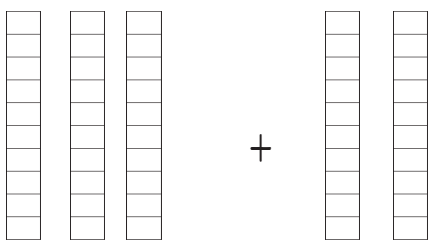
Operations & Algebraic Thinking

1.OA.6

Solve using tens and ones.



1. _____ + _____ = _____



2. _____ + _____ = _____

3. $15 + 4 = 7 +$ _____

4. $12 - 2 = 18 -$ _____

5. $6 + 2 + 3 =$ _____ $+ 6$

6. $12 -$ _____ $= 12 - 2 - 1$

7. Write the related facts.

$5 + 4 = 9$

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

8. Write the related facts.

$8 - 2 = 6$

_____ + _____ = _____

_____ - _____ = _____

_____ - _____ = _____

Write the doubles.

9. $6 + 6 =$ _____

10. $8 + 8 =$ _____

Write the doubles plus one.

11. $6 + 7 = 6 +$ _____ $+$ _____

12. $8 + 9 = 8 +$ _____ $+$ _____

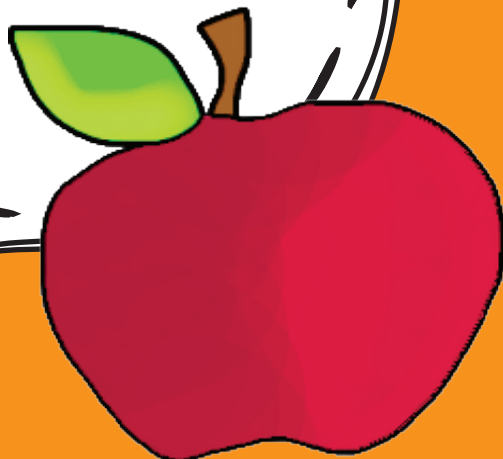
1.OA.7

Operations & Algebraic Thinking

Work with addition and subtraction equations.

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?

$$6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, \\ 4 + 1 = 5 + 2.$$



Name _____ Date _____

Operations & Algebraic Thinking

1.OA.7

Circle the correct answer.

1. True or False

$$8 = 8$$

2. True or False

$$5 = 6$$

3. True or False

$$9 = 8 + 1$$

4. True or False

$$10 = 5 + 5$$

5. True or False

$$12 = 7 + 3$$

6. True or False

$$5 + 2 = 2 + 6$$

7. True or False

$$3 + 4 = 4 + 3$$

8. True or False

$$3 + 9 = 6 + 6$$

9. True or False

$$7 + 8 = 8 + 6$$

10. Solve.

$$12 + \underline{\quad} = 10 + 10$$

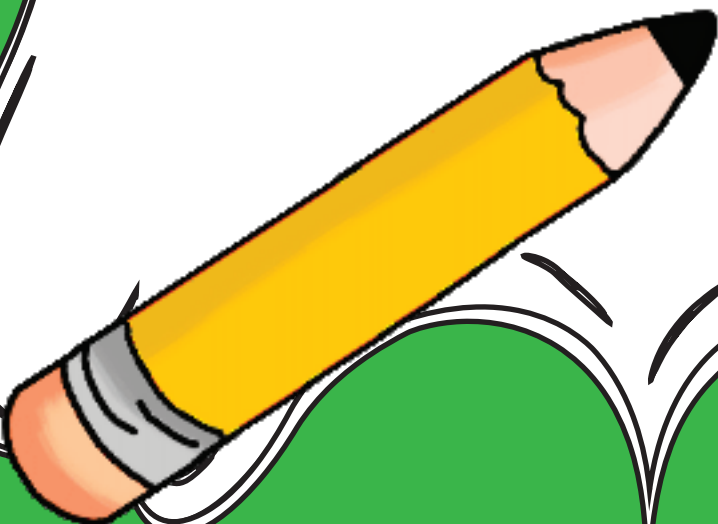
1.OA.8

Operations & Algebraic Thinking

Work with addition and subtraction equations.

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations

$$8 + ? = 11, 5 = _ - 3, 6 + 6 = _.$$



Name _____ Date _____

Operations & Algebraic Thinking

1.OA.8

Solve.

1. $8 + 8 = \underline{\hspace{2cm}}$

2. $15 + \underline{\hspace{2cm}} = 21$

3. $\underline{\hspace{2cm}} + 9 = 19$

4. $17 + 6 = \underline{\hspace{2cm}}$

5. $\underline{\hspace{2cm}} + 12 = 23$

6. $13 + 4 = \underline{\hspace{2cm}}$

7. $16 - \underline{\hspace{2cm}} = 9$

8. $\underline{\hspace{2cm}} + 10 = 14$

9. $7 + 15 = \underline{\hspace{2cm}}$

10. $\underline{\hspace{2cm}} + 16 = 19$

1.NBT.1

Number & Operations in Base Ten

Extend the counting sequence.

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.



Name _____ Date _____

Number & Operations in Base Ten

I.N.B.T.1

1. 56, _____, 58, 59

2. 118, 119, _____

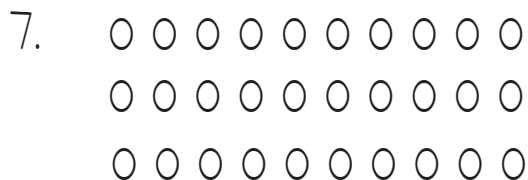
3. 30, _____, 50, 60

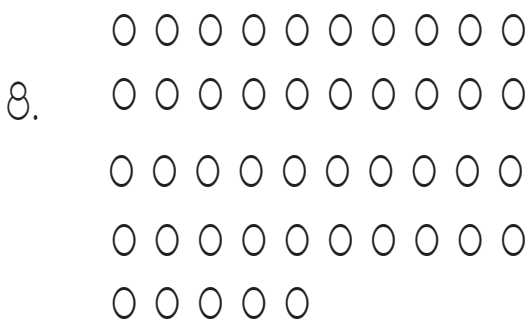
4. _____, 30, 35, 40

5. 73, _____, 77, 79

Write the answer using number words.







9. 82

10. 120

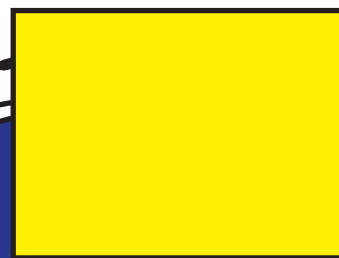
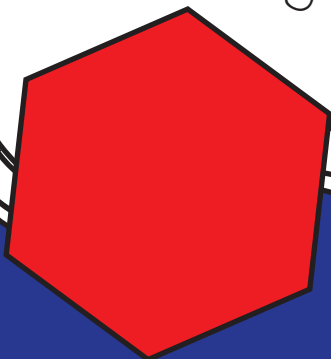
1.NBT.2

Number & Operations in Base Ten

Count to 120, starting at any number less than 120.

In this range, read and write numerals and represent a number of objects with a written numeral.

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: 10 can be thought of as a bundle of ten ones — called a “ten.” The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

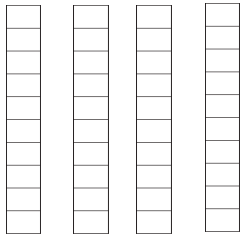


Number & Operations in Base Ten

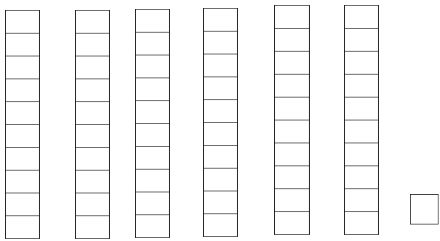
I.NBT.2

Write each numeral.

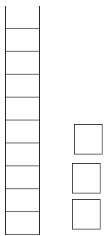
1.



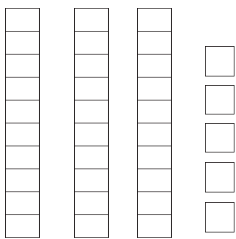
2.



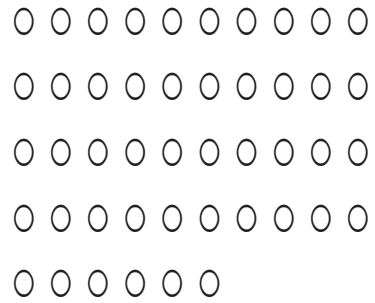
3.



4.



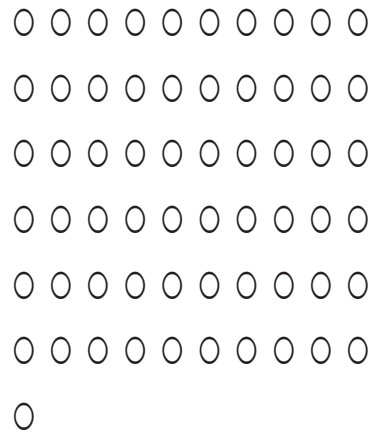
5.



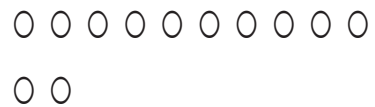
6.



7.



8.

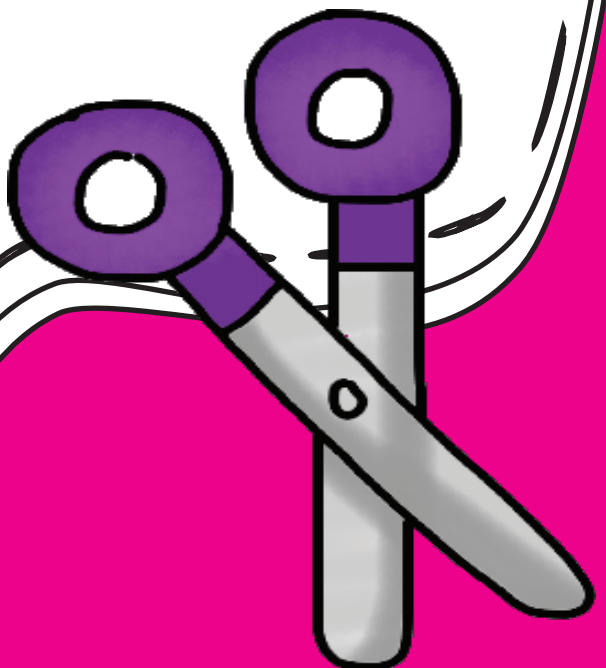


1.NBT.3

Number & Operations
in Base Ten

Understand place value.

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.



Name _____ Date _____

Number & Operations in Base Ten

I.NBT.3

Circle the correct answer.

1. Circle the number in the tens place.

56

2. Circle the number in the ones place.

12

3. Write $<$, $>$ or $=$

34 ○ 67

4. 12 ○ 9

5. 25 ○ 25

6. 99 ○ 87

7. 34 ○ 62

8. 2 ○ 12

9. 44 ○ 52

10. 84 ○ 94

1.NBT.4

Number & Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.



Name _____ Date _____

Number & Operations in Base Ten

I.NBT.4

$$\begin{array}{r} 1. \quad 28 \\ + \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 40 \\ + \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 52 \\ + \quad 30 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 74 \\ + \quad 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 39 \\ + \quad 50 \\ \hline \end{array}$$

6. Sally had 27 boxtops. She found 20 more. How many does she have in all? _____

Explain your answer. _____

7. Jessie had 20 cans. He threw 10 of them away. How many did he have left? _____

Explain your answer. _____

$$\begin{array}{r} 8. \quad 0000000000 \quad 0000000000 \\ 0000000000 \quad + \quad 0000000000 \\ 00000 \end{array}$$

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

1.NBT.5

Number & Operations in Base Ten

Use place value understanding
and properties of operations
to add and subtract.

Given a two-digit number, mentally find 10 more or 10
less than the number, without having to count;
explain the reasoning used.



Name _____ Date _____

Number & Operations in Base Ten

I.NBT.5

Write 10 more than the given number.

1. 30 _____

2. 44 _____

3. 65 _____

4. 72 _____

Write 10 less than the given number.

5. 26 _____

6. 51 _____

7. 89 _____

8. 97 _____

9. What is ten more than 78?

Explain your answer. _____

10. What is ten more than 22?

Explain your answer. _____

Write 10 more and 10 less than the given number.

25

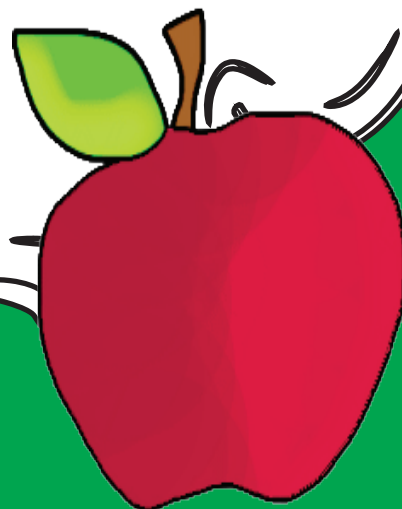
19

1.NBT.6

Number & Operations in Base Ten

Use place value understanding and properties of operations to add and subtract.

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.



Name _____ Date _____

Number & Operations in Base Ten

I.NBT.6

$$\begin{array}{r} 1. \quad 31 \\ - \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 60 \\ - \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 74 \\ - \quad 20 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 36 \\ - \quad 20 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 43 \\ - \quad 30 \\ \hline \end{array}$$

6. David had 21 raisins. He ate 10. How many does he have left?

Explain your answer. _____

7. Jane had 20 cans. She threw 10 of them away. How many did he have left? _____

Explain your answer. _____

$$\begin{array}{r} 8. \quad 0000000000 \quad 0000000000 \\ \quad 00000 \quad - \\ \hline \end{array}$$

_____ = _____

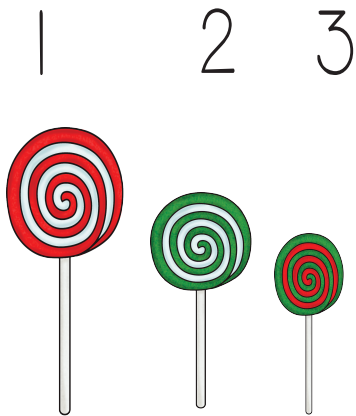
I.MD.1

Measurement & Data

Measure lengths indirectly and by iterating length units.

Order three objects by length; compare the lengths of two objects indirectly by using a third object.





Compare the sizes of the lollipops .
Answer the questions below.

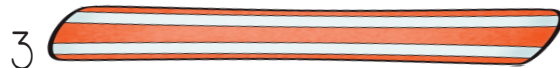
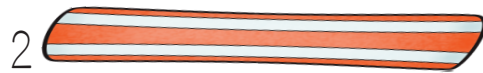
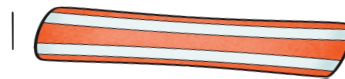
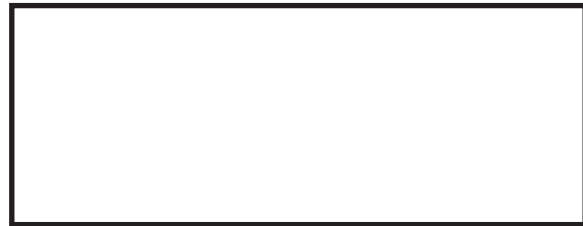
1. Is lollipop 1 bigger or smaller than lollipop 2?

2. Is lollipop 3 bigger or smaller than lollipop 1?

3. Is lollipop 2 bigger or smaller than lollipop 3?

4. Which lollipop is the smallest?

5. Draw 3 lines in order from shortest to longest.



6. Is object 2 longer or shorter than object 1?

7. Is object 3 longer or shorter than object 2?

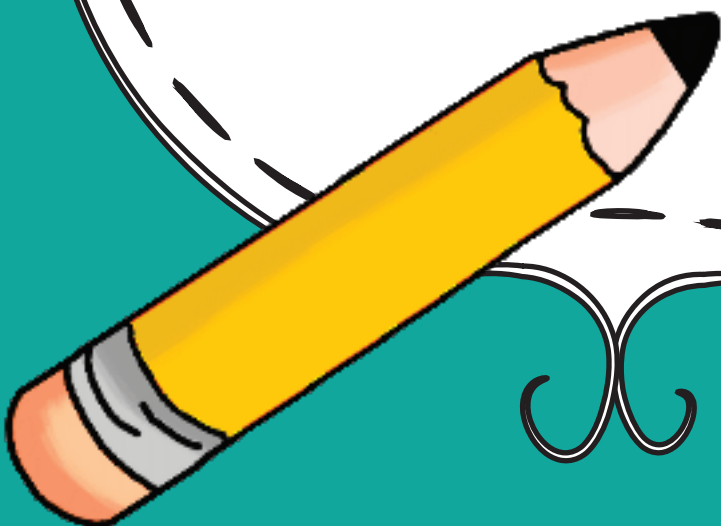
8. Which object is the longest?

1.MD.2

Measurement & Data

Measure lengths indirectly and by iterating length units.

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

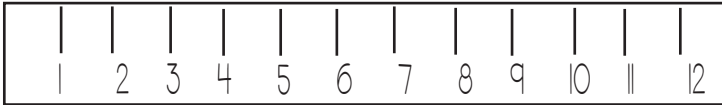
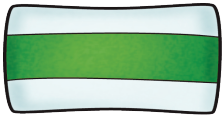


Name _____ Date _____

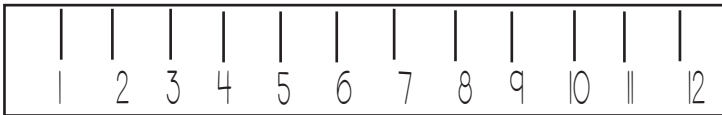
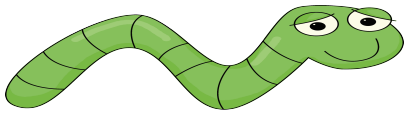
Measurement & Data

I.MD.2

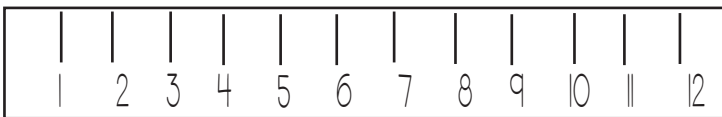
Measure each object. Answer the questions below.



1. _____ inches

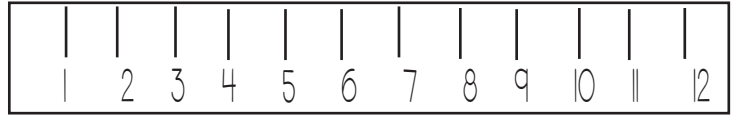


2. _____ inches

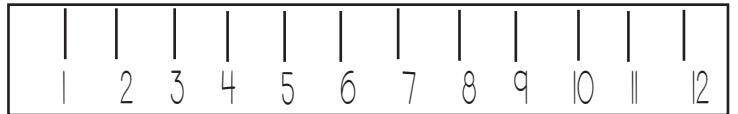


3. _____ inches

4. Draw a line that is 5 inches long.



5. Draw a line that is 12 inches long.



How many units long is each line?



6. about _____ units



7. about _____ units



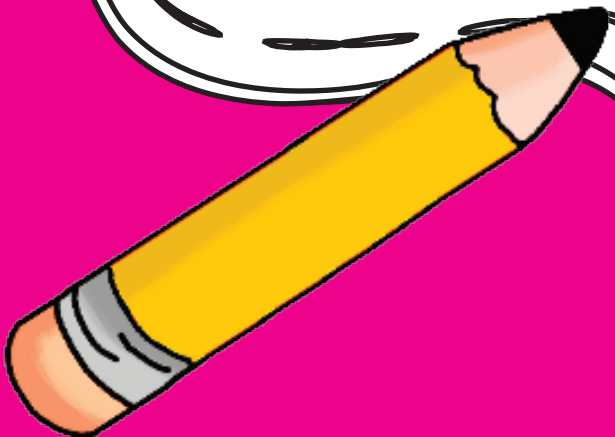
8. about _____ units

1.MD.3

Measurement & Data

Tell and write time.

Tell and write time in hours and half-hours using analog and digital clocks.



Name _____ Date _____

Measurement & Data

I.MD.3

Write the correct digital time below.

1.



⋮

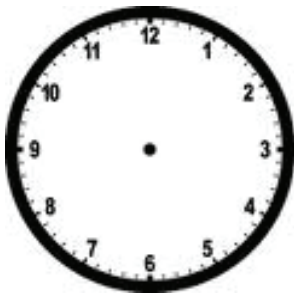
2.



⋮

Draw the hands on the clock to make the correct time..

3.



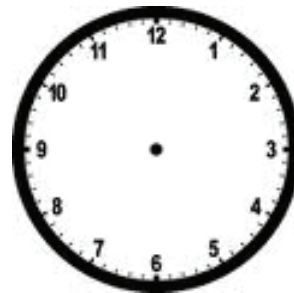
12 : 30

4.



7 : 30

5.



10 : 00

6.



8 : 00

Write the correct time below using number words.

7.

4 : 30

I.MD.4

Measurement & Data

Represent and interpret data.

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

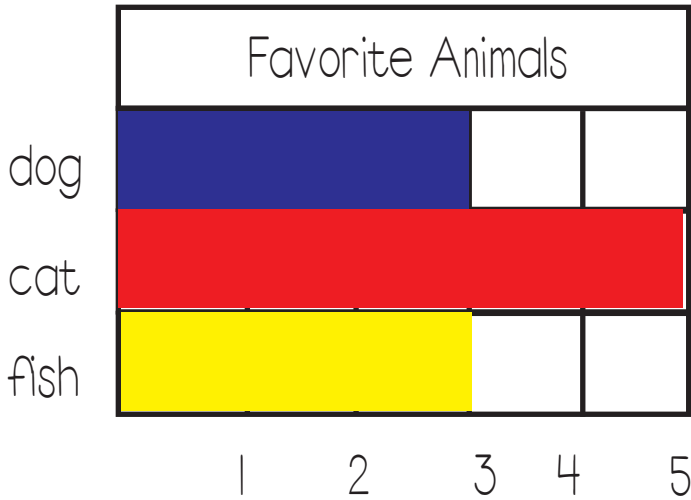


Name _____ Date _____

Measurement & Data

1.MD.4

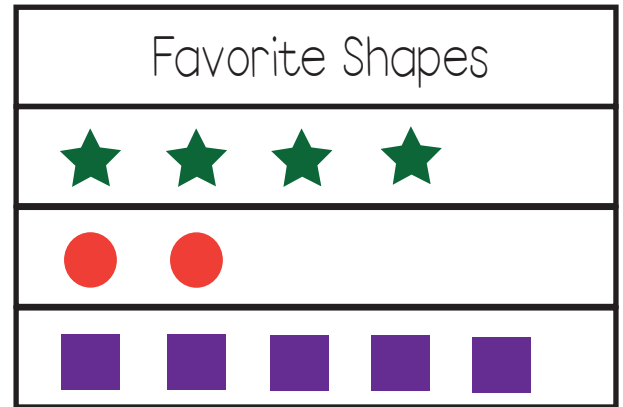
Use the graphs to answer the questions below.



1. How many students chose dogs as their favorite?

2. How many students chose cats and fish as their favorite?

3. How many more students chose cats than dogs as their favorite?



key Each shape equals 1.

4. How many students chose the square as their favorite shape?

5. How many students chose circles and stars as their favorite shape?

6. How many more students chose the square than the circle as their favorite?



1.G.1

Geometry

Reason with shapes and their attributes.

Distinguish between defining attributes (triangles are closed and three-sided) versus non-defining attributes (color, orientation, overall size) ; build and draw shapes to possess defining attributes.

Name _____ Date _____

Geometry

I.G.I

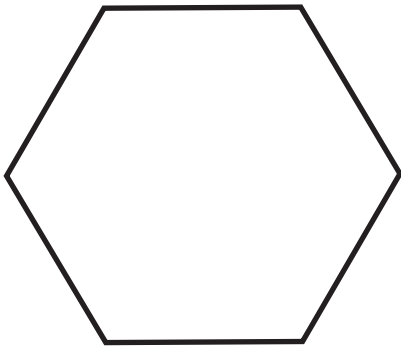
Write the number of sides and corners.

1.



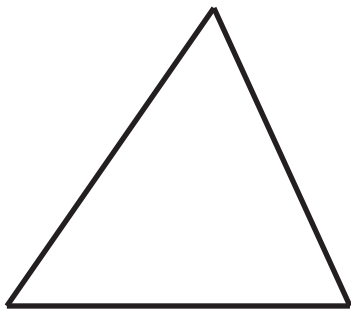
sides _____ corners _____

2.



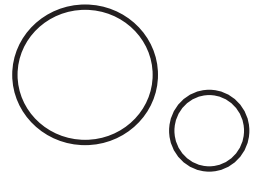
sides _____ corners _____

3.



sides _____ corners _____

4. Circle the shapes that are alike in size.



5. Use 3 squares and 1 triangle to draw a house.



6. Draw a hexagon.

7. Draw a pentagon.

1.G.2

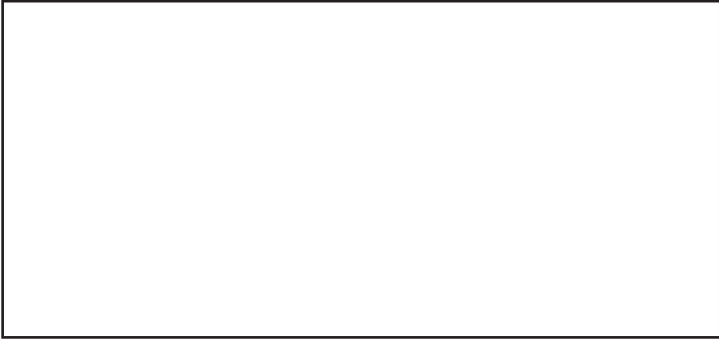
Geometry

Reason with shapes and their attributes.

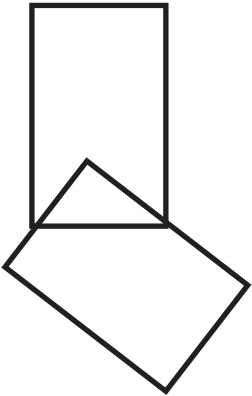
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.



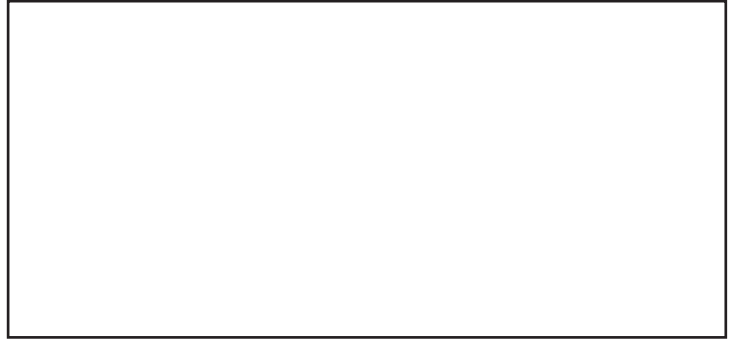
Using a sphere and a cone
1. shape, draw an ice cream cone.



2. What new shape does the 2
rectangles make?



3. Use two triangles to make
a square.



4. What new shape does the 2
squares make?



5. Draw a cylinder.

6. Draw a rectangular prism.



1.G.3

Geometry

Reason with shapes and their attributes.

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.



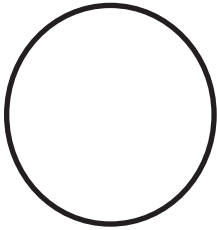
Name _____ Date _____

Operations & Algebraic Thinking

I.G.3

Circle the correct answer.

1.

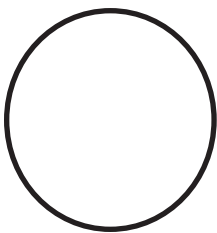


whole fourth half

2. Divide the shape into 2 equal parts.



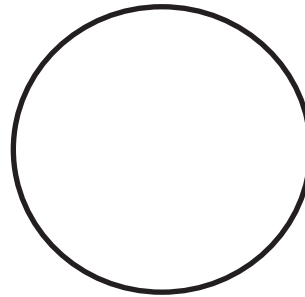
3. Divide the shape into 4 equal parts.



4. Show one-fourth.



5. Show one-half.



6. Write the fraction.



Common Core Standards Checklist

Name _____

Operations & Algebraic Thinking	not mastered	in progress	mastered
1.OA.1			
1.OA.2			
1.OA.3			
1.OA.4			
1.OA.5			
1.OA.6			
1.OA.7			
1.OA.8			
Number & Operations in Base Ten	not mastered	in progress	mastered
1.NBT.1			
1.NBT.2			
1.NBT.3			
1.NBT.4			
1.NBT.5			
1.NBT.6			
Measurement & Data	not mastered	in progress	mastered
1.MD.1			
1.MD.2			
1.MD.3			
1.MD.4			
Geometry	not mastered	in progress	mastered
1.G.1			
1.G.2			
1.G.3			