

Mathematics Assessment

Student Name: _____

Term #1

Strand: Number Sense and Numeration

<p><u>Understanding Number:</u></p> <ul style="list-style-type: none">▪ Read and print number words to twenty;▪ Count by 1's, 2's, 5's, 10's and 25's beyond 100 using multiples of 1, 2, and 5 as starting points;▪ Count backwards by 1's from 20;▪ Locate whole numbers to 50 on a number line and partial number line (e.g., from 34 to 41);▪ Show counting by 2's 5's and 10's to 50 on a number line;	
<p><u>Computations:</u></p> <ul style="list-style-type: none">▪ Investigate the properties of whole numbers (e.g., addition fact families, $3+2=2+3$);▪ Recall addition and subtraction facts to 18;▪ Mentally add and subtract one-digit numbers;	

Strand: Measurement

<p><u>Units of Measure:</u></p> <ul style="list-style-type: none">▪ Demonstrate an understanding that the measure of one object can be used to describe a similar attribute of another object (e.g., the mass of a box can be used to measure the mass of a larger box);▪ Record results of measurement activities in a variety of ways (e.g. in graphs, stories);▪ Demonstrate an understanding that a standard unit of measure is used to describe the measure of an object (e.g., a meter length is used repeatedly	
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<ul style="list-style-type: none"> ▪ to describe the length of a room); ▪ Demonstrate an understanding of some standard units of measure: for length and distance (centimeter, meter) and time (second, minute, hour, day); ▪ Use the terms centimeter and meter in measurement and describe the relationship between the two linear measures; ▪ Select an appropriate non-standard unit and an appropriate standard unit to measure length; 	
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Strand: Patterning and Algebra

<ul style="list-style-type: none"> ▪ Recognize that patterning results from repeating an operation (e.g. addition), using a transformation (slide, flip, turn) or making some other change to an attribute (e.g., position, color); ▪ Describe and make models of patterns encountered in any context (e.g., wallpaper borders, calendars), and read charts that display the patterns; ▪ Identify patterns (e.g. in shapes, sounds); ▪ Combine two attributes in creating a pattern (e.g., size and position); ▪ Identify patterns in addition and subtraction sentences; 	
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