

Mathematics Assessment

Student Name: _____

Term #2

Strand: Number Sense and Numeration

<p><u>Understanding Number:</u></p> <ul style="list-style-type: none">▪ Compare, order, and represent whole numbers to 100 using concrete materials and drawings;▪ Use mathematical language to identify and describe numbers to 100 in the world around them;▪ Discuss the use of number and arrangement in their community (e.g., cans on a grocery store shelf, cost of 5 candies);▪ Identify place-value patterns (e.g., trading 10 ones for 1 ten) and use zero as a place holder;▪ Use ordinal numbers to thirty-first.	
<p><u>Computations:</u></p> <ul style="list-style-type: none">▪ Skip count, and create and explore patterns, using a calculator (e.g., skip count by 5's by entering [5] [+] [5] [=] . . . on the calculator);	
<p><u>Applications:</u></p> <ul style="list-style-type: none">▪ Use a calculator to solve problems with numbers larger than 50 in real-life situations▪ Pose and solve number problems with at least one operation (e.g., if there are 24 students in our class and 8 wore boots, how many students did not wear boots?);▪ Select and use appropriate strategies (e.g., pencil and paper, calculator, estimation, concrete materials) to solve number problems involving addition and subtraction.	

Strand: Measurement

<p><u>Units of Measure:</u></p> <ul style="list-style-type: none">▪ Demonstrate an understanding of the relationship between days and weeks, months and years, minutes and hours, hours and days;▪ Name the months of the year in order and read the date on a calendar;▪ Estimate and measure the passage of time using minutes and hours;▪ Read digital and analog clocks, and tell and write time to the half-hour;▪ Use a thermometer to determine whether temperature is rising or falling;▪ Name and state the value of all coins and demonstrate an understanding of their value;▪ Estimate and count money amounts to \$1 and record money amounts using the cent symbol;▪ Create equivalent sets of coins up to \$1 in value;	
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Strand: Geometry and Spatial Sense

Three- and Two-Dimensional Geometry

- explore and identify three-dimensional figures using concrete materials and drawings (e.g., prism, pyramid);
- construct the skeleton of a prism and a pyramid using a variety of materials (e.g., straws, joiners);
- create a three-dimensional model from an illustration;
- compare and sort three-dimensional figures according to one geometric attribute (e.g., shape);
- describe and name three-dimensional figures (e.g., cube, cone, sphere, prism);
- explain how they used different three-dimensional figures and concrete materials in building a structure or model;
- explore and identify two-dimensional shapes using concrete materials and drawings (e.g. pentagon, hexagon, octagon);

Strand: Data Management and Probability

<p><u>Collecting, Organizing and Analyzing Data</u></p> <ul style="list-style-type: none">▪ pose questions about meanings derived from the data on graphs (e.g., which was the rainiest month?);▪ sort and classify concrete objects, pictures, and symbols according to two specific attributes (e.g., shape and texture);▪ identify attributes and rules in presorted sets;▪ recognize that an object can have more than one attribute;▪ collect first-hand data from their environment (e.g. the number of days of sun, rain, snow during the month of November);	
<p><u>Concluding and Reporting</u></p> <ul style="list-style-type: none">▪ identify the basic parts of a graph: labels, scales, title, data;▪ organize data using graphic organizers (e.g. diagrams, charts, graphs, webs) and various recording methods (e.g., placing stickers, drawing graphs);▪ construct and label simple concrete graphs, bar graphs, and pictographs using one-to-one correspondence;▪ interpret displays of numerical information and express understanding in a variety of ways (e.g., draw a picture and use informal language to discuss);	