

Example Items

Grade 1

Mathematics

Grade 1 Mathematics Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of Assessment.dallasisd.org.

OR

(2) To submit directly, click “Example Feedback” **after** you login to the [Assessment website](#).

First Semester
2017–2018
Code #: 1011

EXAMPLE ITEMS Grade 1 Mathematics, Sem 1

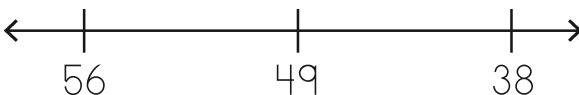
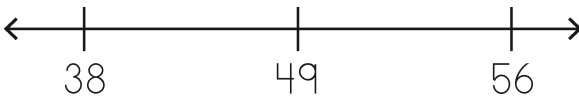

An Administrator Manual and a Student Booklet are included in the Grade 1 Math ACP. The administrator reads from the manual while the students follow along in their booklet and then choose an answer. The administrator only reads what is in bold type in the manual. Administrators DO NOT read answers that consist of only numbers, DO NOT read answers that contain number sentences, and DO NOT read answers where numbers are followed by a unit. The ACP also includes small icons next to each item number to help keep students on task.

The Grade 1 Math set of Example Items combines both the Administrator Manual and the Student Booklet so that teachers are aware of how the test is administered and how the students' booklet appears. Teachers are also encouraged to download the test blueprint as well as the K-2 ACP Blueprint Snapshot from the assessment website (assessment.dallasisd.org > ACPs > Blueprints/Charts Sem. 1 & 2) or MyData Portal (Resources > Local Assessment > Blueprints).

1. Look at the numbers.

49 38 56

Which number line shows the numbers in order from least to greatest?

- A 
- B 
- C 

-
2. Look at the numbers.

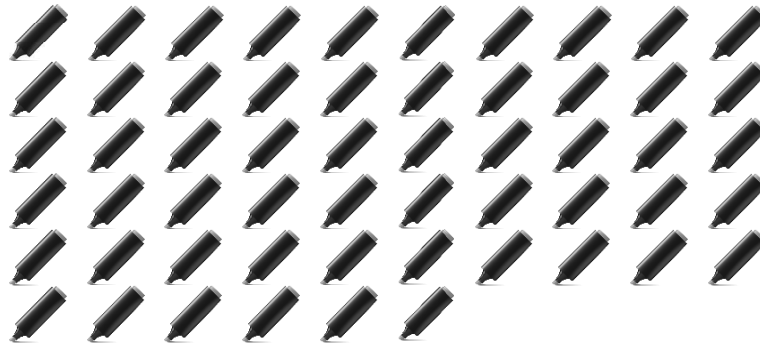
61 67

Which comparison of the two numbers is correct?

- A $61 = 67$
- B $61 > 67$
- C $61 < 67$

EXAMPLE ITEMS Grade 1 Mathematics, Sem 1

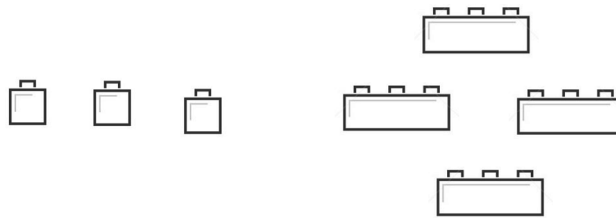
3. Michael has 50 markers.



He finds six more. How many markers does he have now?

- A 56
- B 60
- C 65
-

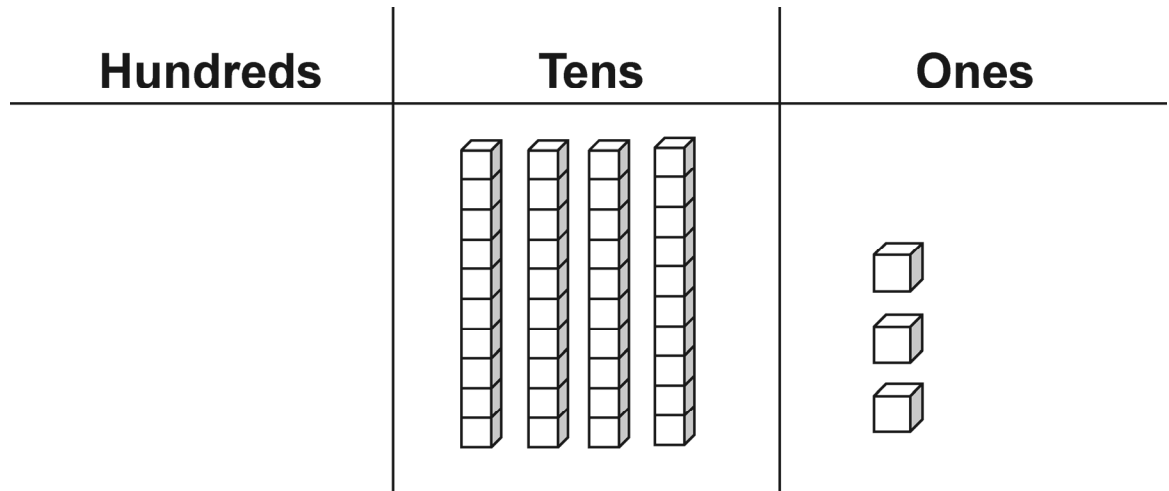
4. Annette has 3 Legos and Suzanne has 4.



Annette and Suzanne combine their Legos to sell them in a garage sale. Which number sentence shows the total number of Legos they sell at the garage sale?

- A $4 + 3 = 7$
- B $4 + 4 = 8$
- C $4 + 5 = 9$

5. Look at the model.



If 1 ten is removed, what number is made?

- A 53
- B 43
- C 33

6. Look at the number sentences.

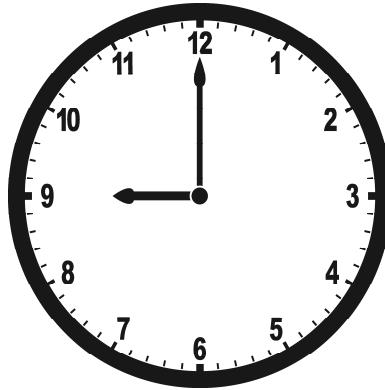
$$6 + \square = 14$$

$$14 - 6 = \square$$

What number is missing?

- A 14
- B 8
- C 6

7. The clock shows the time that Allison arrived at the store.



What time did she arrive at the store?

A



B



C



EXAMPLE ITEMS Grade 1 Mathematics, Sem 1

8. Susan was looking in her room for toys to donate. She found 5 dolls, 3 balls, and 8 teddy bears. Which T-chart shows the correct number of toys she found?

A

Toy	Quantity
Dolls	
Balls	
Teddy Bears	

B

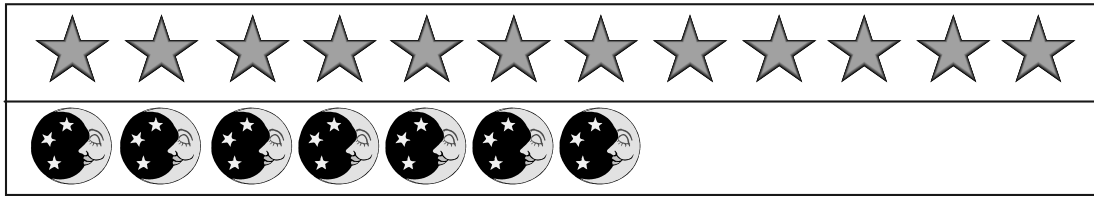
Toy	Quantity
Dolls	
Balls	
Teddy Bears	

c

Toy	Quantity
Dolls	
Balls	
Teddy Bears	

EXAMPLE ITEMS Grade 1 Mathematics, Sem 1

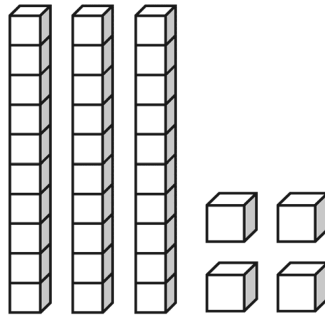
9. Jessica brought 12 star stickers to school. Tania brought 7 moon stickers to school.



How many fewer stickers did Tania bring than Jessica?

- A 5
- B 15
- C 19
-

10. Look at the model of base ten blocks.



What number does the model show?

- A 70
- B 43
- C 34

EXAMPLE ITEMS Grade 1 Mathematics Key, Sem 1

Item#	Key	SE	Process Skills/SE Justification
1	B	1.2F	Order whole numbers up to 120 (80) using place value and open number lines.
2	C	1.2G	Represent the comparison of two numbers to 100 (80) using the symbols $>$, $<$, or $=$.
3	A	1.3A	Use pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99.
4	A	1.3D	Apply basic fact strategies to add within 20.
5	C	1.5C	Use relationships to determine the number that is 10 less than a given number up to 120 (80).
6	B	1.5F	Determine the unknown whole number in an addition or subtraction equation when the unknown may be any one of the three terms in the equation.
7	B	1.7E	Tell time to the hour using analog and digital clocks.
8	C	1.8A	Sort, and organize data in up to three categories using representations such as tally marks or T-charts.
9	A	1.3B	Use pictorial models to solve word problems involving, separating, sets within 20 (12) and unknowns as any one of the terms in the problem.
10	C	1.2C	Use objects and pictures to represent numbers up to 120 (80).