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If you have questions or feedback please contact: Kitty Rutherford, kitty.rutherford@dpi.nc.gov
Task 1
The first grade students collected rocks for their science center. They collected 12 small rocks and 5 large rocks. How many rocks did the first graders collect?

Solve the problem.
Show your thinking with pictures, numbers, or words.

__________________ rocks

Write an equation that matches this story.
Use a symbol for the unknown number.

OPERATIONS AND ALGEBRAIC THINKING
Represent and solve problems involving addition and subtraction.
1.OA.1 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Add and subtract within 20.
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to ten; using relationship between addition and subtraction; and creating equivalent but easier or know sums.
Task 2
The class had 16 plants. Then 7 plants wilted and died. How many plants does the class have now?

Solve the problem.
Show your thinking with pictures, numbers, or words.

__________________ plants

Write an equation that matches this story.
Use a symbol for the unknown number.

OPERATIONS AND ALGEBRAIC THINKING
Represent and solve problems involving addition and subtraction.
1.OA.1 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, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Add and subtract within 20.
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to ten; using relationship between addition and subtraction; and creating equivalent but easier or known sums.
Task 3

Read each number sentence. Decide if it is a true number sentence or false number sentence.

(CIRCLE) TRUE if you think the number sentence is correct.
(CIRCLE) FALSE if you think the number sentence is incorrect (wrong). If it is false, change the number sentence to make it true.

<table>
<thead>
<tr>
<th>a</th>
<th>3 + 4 = 4 + 3.</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain your reasoning with pictures, numbers, or words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>b</th>
<th>7 + 5 + 3 = 10 + 5</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain your reasoning with pictures, numbers, or words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c</th>
<th>6 – 2 = 3</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explain your reasoning with pictures, numbers, or words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OPERATIONS AND ALGEBRAIC THINKING
Understand and apply properties of operations and the relationship between addition and subtraction
1.OA.3 Apply properties of operations as strategies to add and subtract.
Add and subtract within 20.
1.OA.5 Relate counting to addition and subtraction.
Work with addition and subtraction equations.
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
Task 4
Look at the equation below. Decide if each one is true or false.

Circle the true equation. Put an X on the false number sentences.

<table>
<thead>
<tr>
<th>7 = 7</th>
<th>1 = 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 = 4 − 2</td>
<td>7 + 3 = 3 + 7</td>
</tr>
<tr>
<td>5 = 6 − 2</td>
<td>7 + 4 = 12</td>
</tr>
<tr>
<td>6 = 6</td>
<td>5 = 2 + 3</td>
</tr>
</tbody>
</table>

OPERATIONS AND ALGEBRAIC THINKING
Work with addition and subtraction equations.
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
Task 5
Determine the missing number. Write your answer on the line beside the problem.

\[
5 + \square = 12
\]

\[
10 = \square + 4
\]

\[
11 - 8 = \square
\]

\[
10 - \square = 3
\]
Task 6
Use one of the 3 symbols below to make each equation true.

<  =  >

<table>
<thead>
<tr>
<th>45</th>
<th></th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>89</td>
<td></td>
<td>98</td>
</tr>
<tr>
<td>10 + 3</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>20 + 4</td>
<td></td>
<td>30 + 4</td>
</tr>
</tbody>
</table>

NUMBER AND OPERATIONS IN BASE TEN
Understand place value.
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <, >, and =.
Task 7
Solve 60 – 20. Use pictures, numbers, or words to explain how you got your answer.

60 – 20 = ___

NUMBER AND OPERATIONS IN BASE TEN
Use place value understanding and properties of operations to add and subtract.
1.NBT.6 Subtract multiples of 10 in the range of 10-90 from multiples of 10 in the range of 10-90, 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 use.
Task 8

Part A:
Three students each have a piece of string. Look at the 3 pieces of string. List them in order from longest to shortest.

__________________________  Tim

__________________________  Susan

__________________________  Paul

__________________________  Longest  _____________  Medium  _____________  Shortest

Part B:
Which dog bone is longer? Dog bone A or dog bone B?

A

B

MEASUREMENT AND DATA
Measure lengths indirectly and by iterating length units.
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly using a third object.
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object 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.
Task 9

Part A: You made brownies for a friend that is coming over to play. Your father asked you to cut the pan of brownies into halves. Show below how you can cut the pan of brownies into halves in three different ways:

Part B: Circle the shapes that are correctly partitioned into fourths.

GEOMETRY
Reason with shapes and their attributes.
1.G.3 Partition circles and rectangles into 2 and 4 equal shares, describing 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.
**Task 10**

<table>
<thead>
<tr>
<th>Draw at least 3 triangles. Make each one different.</th>
<th>How are all of these triangles alike?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw at least 2 rectangles. Make each one look different.</td>
<td>How are all of these rectangles alike?</td>
</tr>
<tr>
<td>Using pattern blocks, form a new shape from a hexagon and a triangle.</td>
<td></td>
</tr>
<tr>
<td>Describe your new shape.</td>
<td></td>
</tr>
</tbody>
</table>

**GEOMETRY**

Reason with shapes and their attributes.

1.G.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.

1.G.2 Compose two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.
Task 11
Rick pulled handfuls of candy out of a treat box. He pulled 7 pieces the first time, 3 the second time, and 6 the third time. How many pieces of candy does he have?

Solve the problem.
Show your thinking with pictures, numbers, or words.

__________________ pieces of candy

Write an equation that matches this story.

OPERATIONS AND ALGEBRAIC THINKING
Represent and solve problems involving addition and subtraction.
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Task 12

Continue the count for each set:

A.

\[66, 67, 68, \underline{\ }, \underline{\ }, \underline{\ }, \underline{\}\]

B.

\[94, 95, 96, \underline{\ }, \underline{\ }, \underline{\ }, \underline{\}\]

C.

\[108, 109, 110, \underline{\ }, \underline{\ }, \underline{\ }, \underline{\}\]

How many flowers are in the box?

\[\underline{\underline{\underline{\text{flowers}}}}\]

NUMBER AND OPERATIONS IN BASE TEN
Extend the counting sequence.
1.NBT.1 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.
Task 13
The class has been adding a dot each morning of school. How many days have the students been in school so far?

The students have been in school for ________________ days. Explain how you solved the problem.
Task 14

78 + 20 =
Solve the problem.
Show your thinking with pictures, numbers, or words.

18 + 3 =
Solve the problem.
Show your thinking with pictures, numbers, or words.

NUMBER AND OPERATIONS IN BASE TEN
Use place value understanding and properties of operations to add and subtract.
1.NBT.4 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.
Listen carefully as your teacher reads you a problem. It will be said twice. Write your solution to the problems in the boxes below. You only have to write your solution.

<table>
<thead>
<tr>
<th>Problem A</th>
<th>Problem B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem C</td>
<td>Problem D</td>
</tr>
</tbody>
</table>

**Task 15**

*Note: Refer to task 15 in the teacher manual for problems.*

**NUMBER AND OPERATIONS IN BASE TEN**

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

*1.NBT.5* Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.
First Grade Summative Assessment
Summary for Conference & Instructional Planning

<table>
<thead>
<tr>
<th>Task</th>
<th>Standard</th>
<th>Proficiency in Performance &amp; Understanding</th>
<th>Comments</th>
<th>Level</th>
</tr>
</thead>
</table>
| 1    | 1.OA.1 1.OA.6     | • Represent and solve addition and subtraction problems  
• Add and subtract within 20                                         |          | 1 2 3 |
| 2    | 1.OA.1 1.OA.6     | • Represent and solve addition and subtraction problems  
• Add and subtract within 20                                         |          | 1 2 3 |
| 3    | 1.OA.3 1.OA.4 1.OA.5 | • Understand and apply properties of operations and the relationship between addition and subtraction  
• Add and subtract within 20                                         |          | 1 2 3 |
| 4    | 1.OA.7            | • Work with addition and subtraction equations                                                                |          | 1 2 3 |
| 5    | 1.OA.5 1.OA.8     | • Add and subtract within 20                                                                                |          | 1 2 3 |
| 11   | 1.OA.2            | • Represent and solve problems involving addition and subtraction                                           |          | 1 2 3 |

Operations and Algebraic Thinking Summary for Conferences & Instructional Planning:
### NUMBER AND OPERATIONS IN BASE TEN

<table>
<thead>
<tr>
<th>Task</th>
<th>Standard</th>
<th>Proficiency in Performance &amp; Understanding</th>
<th>Comments</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>1.NBT.3</td>
<td>• Understand place value</td>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td>7</td>
<td>1.NBT.6</td>
<td>• Use place value understanding and properties of operations to add and subtract</td>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td>12</td>
<td>1.NBT.1</td>
<td>• Extend the counting sequence</td>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td>13</td>
<td>1.NBT.2</td>
<td>• Understand place value</td>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td>14</td>
<td>1.NBT.4</td>
<td>• Use place value understanding and properties of operations to add and subtract</td>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td>15</td>
<td>1.NBT.5</td>
<td>• Use place value understanding and properties of operations to add and subtract</td>
<td></td>
<td>1 2 3</td>
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</tbody>
</table>

**Number and Operations in Base Ten Summary for Conferences & Instructional Planning:**

### MEASUREMENT AND DATA

<table>
<thead>
<tr>
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<th>Comments</th>
<th>Level</th>
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<tbody>
<tr>
<td>8</td>
<td>1.MD.1</td>
<td>• Measure lengths indirectly and by iterating length units</td>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>1.MD.2</td>
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**Measurement and Data Summary for Conferences & Instructional Planning:**
### GEOMETRY

<table>
<thead>
<tr>
<th>Task</th>
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<th>Proficiency in Performance &amp; Understanding</th>
<th>Comments</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1.G.3</td>
<td>• Reason with shapes and their attributes</td>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td>10</td>
<td>1.G.1</td>
<td>• Reason with shapes and their attributes</td>
<td></td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

**Geometry Summary for Conferences & Instructional Planning:**