

Jones County School District

Assessment Blueprint 2013-2014

Grade/Subject Level: 1<sup>st</sup> Grade /Math

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Creating Summative / District Benchmark Tests

Weeks	Standard Reading Literature Reading Info. Writing Language Speaking/Listening	Formative, Summative, or Both	Formative type assessment <b>Teacher's Choice</b> (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	Summative type Multiple Choice (MC) Constructed Response (CR) Extended Response (ER) Product (PRO) Portfolio (PORT)	Sample Test Item  Use Stem Questions to increase rigor for items not found in ELS test bank.  (See pages 32-34 on International Center for Leadership in Education Guide.)
	<b>FIRST NINE WEEKS</b>				
1-3	1.OA.1.1 Define Clue words	Formative	Highlight clue words Matching terms		
1-3	1.OA.1.2 Locate clue words to solve problems	Formative	Observations		

1-3	1.OA.1.3 Match clue words to operation symbols in a word problem	formative	Practice presentations		
1-3	1.OA.1.4 Name and match the operations to each symbol	Summative		Matching	Students will match a term to a symbol
1-3	1.OA.1.7 Solve addition word problems within 20	Formative	Dry erase boards		
1-3	1.OA.1.8 Solve subtraction word problems within 20	Formative	Dry erase boards		
1-3	1.OA. 1.9 Model/Show/Draw/Write addition of numbers less than 20 with manipulatives	Formative	Games/observation		
1-3	1.OA.10 Model/Show/Draw/Write subtraction of numbers less than 20 with manipulatives	Formative	Games/observation		
1-3	1.OA.5.1 Relate counting to addition and subtraction	Formative	Peer Assessment		

1-3	1.OA.5.2 Use skip counting to add and subtract starting at any given number	Formative	Exit Ticket		
1-3	1.OA.5.3 Use an array of examples to show repeated addition by skip counting	Both	Kinesthetic Assessment	Multiple Choice	Students will choose addition number sentence to match number line
1-3	1.MD.4.1 Identify the parts of a bar graph (title, numbers, categories)	Formative	Label/questions		
1-3	1.MD.4.2 Identify the parts of a picto graph	Formative	Label/questions		
1-3	1.MD.4.3 Collect data by using tally marks	Formative	Exit ticket		
1-3	1.MD.4.4 Collect data from up to 3 categories	Formative	Dry erase board		
1-3	1.MD.4.5 Organize and represent collected data	Summative		Product	Collect data and create graph

1-3	1.MD.4.6 Create a graph using information I have collected	Summative		Product	Graph
1-3	1.MD.4.8 Answer questions about collected data	Summative		CR	How many students choose a _____ as their favorite _____. How many students chose _____ than _____.
1-3	1.MD.4.9 Ask questions about collected data	Formative	Think-pair-share		
4-6	1.OA.3.1 Identify math terms addends, sum, and difference.	Both	Dry erase boards	Matching	Match terms to symbol/definition
4-6	1.OA.3.2 Rearrange addends to create turnaround facts (commutative property)	Both	Observation	Multiple choice	Choose the correct turnaround fact for $2+3=5$ a. $3+2=5$ b. $4+2=6$ c. $5+2=7$
4-6	1.OA.3.4 Apply properties of addition or subtraction.	Both	Peer Assessment	Multiple choice	Choose the missing fact to complete the fact family. $2+4=6$ $4+2=6$ $6-2=4$ $\_\_ - \_\_ = \_\_$ a. $4+6=10$ b. $2+6=8$ c. $6-4=2$

4-6	1.OA.4.1 use addition to solve a subtraction problem. Exp. $10-8=$ ___ Say $8 +$ ___ =10	Both	Cooperative groups	Muliple choice	What is the missing addend. $7 +$ ___ =12 $12-7=$ ___ a. 5 b. 6 c. 7
4-6	1.OA.6.1 Identify the greater number when given two numbers	Formative	Dry erase board		
4-6	1.OA.6.2 Solve addition problems by identifying the greater number and counting on.	Formative	Think-pair-share		
4-6	1.OA.6.4 Solve addition problems by making 10 and then counting on. Ex $8+2=10$ plus 4 more $8+6=$ ___	Formative	Games		
4-6	1.OA.6.5 Add and subtract using fact families in various ways $7+3=$ ___, $3 +$ ___ =10	Formative	Games		
4-6	1.OA.6.7 Solve subtraction facts to 10 to build fluency.	Formative	Computer games Flash cards Peer groups		
4-6	1.OA.6.8 Solve mixed addition and subtraction problems within 20	Both	Practice presentation	Product	$4-2=$ $6+2=$ $15-3=$

7-8	1.NBT.2.1 Identify place value of a digit in a given 2 digit number	Both	Observation/checklist	Multiple Choice	Choose the number in the tens place. 46 a. 4 b. 6 46
7-8	1.NBT2a.1 Represent a 2 digit number with units and bundles.	Formative	Teacher observation		
7-8	1.NBT.2b.1 Demonstrate that numbers 11-19 are made up of a tens bundle and a certain number of ones units. (through use manipulatives, drawing or verbal explanation)	Formative	Visual assessments		
9	1.NBT.1.1 Count from a given number to 99	Formative	Choral read		c.
9	1.NBT.1.2 Read from a given number to 99	Formative	Choral read		
9	1.NBT.1.3 Write from a given number to 99	Formative	Dry erase boards/gird		
9	1.NBT.1.4 Look at a number of objects from 0-99 and write the correct numeral to represent that number of objects	Formative	Think pair share		

	<b>SECOND NINE WEEKS</b>				
10-11	1.NBT.1.1 Count from a given number to 120	Formative	Choral		
10-11	1.NBT.1.2 Read from a given number to 120	Formative	Choral		
10-11	1.NBT.1.3 Write from a given number to 120	Summative		CR	Fill in the missing numbers in the number grid. 56, 57, __, __, __, ...120
10-11	1.NBT.1.4 Look at a number of objects from 0-120 and write the correct numeral to represent that number of objects.	Both	Small groups	CR	Circle groups of ten then count and write the number  ***** ***** **  _____ stars
10-11	1.NBT.2c.1 Demonstrate that 10, 20, 30, 40, 50, 60, 70, 80, 90 represent a certain number of tens bundles and zero ones units.	Formative	observations		

12-13	1.NBT.4.1 Add two digit number to a one digit number within 100 using concrete models, drawing, and strategies.	Formative	Visual assessment		
12-13	1.NBT.4.2 Add 10 to a 2 digit number	Both	Practice presentation	Product	$34+10=$ $34$ $+10$
12-13	1.NBT.4.3 Understand to add the ones place before adding the tens place	Formative	Dry erase boards		
12-13	1.NBT.4.4 Use tens units to make a bundle	Both	Games	Checklist	The students will bundle objects into groups of ten
12-13	1.NBT.5.1 Discuss patterns of 10 on the hundreds chart	formative	Exit ticket		
12-13	1.NBT.5.2 Locate patterns of ten on the hundreds chart	Formative	Highlight/observation		
12-13	1.NBT.5.3 Practice mentally finding 10 more or 10 less.	Formative	Think pair share		

14-15	1.NBT.5.4 Explain how to add and subtract ten from a given number	Formative	Graphic organizers		
14-15	1.NBT.6.1 Choose and tell in my own words how to subtract patterns of ten in the range 10-90	Formative	Checklist		
14-15	1.NBT.6.2 Use what I know about place value to show that only the tens place changes when adding/subtracting multiples of 10	Both	Observation	Product	64+10= 25-10=
16-18	1.OA.1 Define clue words	Summative		Matching	Cut and paste clue words under correct operation/symbol
16-18	1.OA.1.2 Locate clue words to solve problems	Summative		Highlighting	To solve word problem, student must highlight clue words first.
16-18	1.OA.1.3 Match clue words to operation symbols in a word problem	Summative		Product	Solve word problems, highlighting clue words and students provide operation symbol.
16-18	1.OA.1.4 Name and match the operation to its symbol	Summative		Product	Match names of operation to its symbol

16-18	1.OA.1.5 Solve addition word problems with unknowns in all positions	Summative		Product	4 frogs jump into the pond. 3 sit on the log. How many frogs in all? ____ + ____ = ____ frogs
16-18	1.OA.1.6 Solve subtraction word problems with unknowns in all positions	Summative		Product	6 ducks were in the pond. 2 ducks swam away. How many ducks are left? ____ - ____ = ____ ducks
16-18	1.OA.1.7 Solve addition word problems within 20	Summative		Product	12 horses are brown. 6 horses are black. How many horses are there altogether?
16-18	1.OA.1.8 Solve subtraction word problems within 20	Summative		Product	15 cows were in the barn. 7 cows went to the field. How many cows are in the barn?
16-18	1.OA.1.9 Model/Show/Draw/Write addition of numbers less than 20 with manipulatives	Formative	Dry erase boards		
16-18	1.OA.1.10 Model/Show/Draw/Write subtraction of numbers less than 20 with manipulatives	Formative	Work mats/dry erase boards		
16-18	1.OA.6.1 Identify the greater number when given two numbers	Summative		Product	Write the correct symbol for the following. (<, >, =) 18 ____ 26

16-18	1.OA.6.2 Solve addition problems by identifying the greater number and counting on	Summative		Product	Use the number line to find the greater number and count on to find the sum.
16-18	1.OA.6.3 Solve addition facts to 10 within a given time frame to fluency.	Summative		Product	50 problems in 3 minutes. Mastery
16-18	1.OA.6.4 Solve addition by making 10 and then counting on $8+2=10$ plus 4 more $8+6=$ ___	Summative		Product	$14 - 7$ $4 - 3$ $14 - 4 = 10$ $10 - 3 =$ ___
16-18	1.OA.6.5 Add and subtract using fact families in various ways, $7+3=$ ____, $3+$ ___ $=10$	Summative			$7 + 3 =$ ____ $3 +$ ____ $= 10$ $10 -$ ____ $= 3$
16-18	1.OA.6.7 Solve subtraction facts to 10 within a given time frame to build fluency	Formative	Computer games		
16-18	1.OA.6.8 Solve mixed addition and subtraction problems within 20	Summative		Product	$15 + 2 =$ $12 - 5 =$
16-18	1.OA.7.1 Decide if addition or subtraction number sentences are equal	Formative	Dry erase boards		

16-18	1.OA.7.2 Demonstrate understanding of the equal sign.	Formative	Exit ticket		
16-18	1.MD.4.1 Identify parts of a bar graph (title, numbers, categories)	Summative		ER	What is the title of the bar graph? How many categories? How many students chose ____?
16-18	1.MD.4.2 Identify parts of a pictograph	Summative		ER	What is the title of the pictograph? How many categories? How many students chose ____?
16-18	1.MD.4.3 Collect data by using tally marks	Summative		Product	Listening assessment See pages 183-184 from My Math Assessment manual
16-18	1.MD.4.4 collect data from up to 3 categories	Summative		Product	Chapter test Form 3B (p. 178) My Math assessment manual
16-18	1.MD.4.5 Organize and represent collected data	Summative		Product	Chapter test form 3B (p. 178) My Math Assessment manual
16-18	1.MD.4.6 Create a graph using information I've collected	Summative		Product	Chapter test form 3B (p. 178) My Math Assessment manual

16-18	1.MD.4.7 Compare results to answer questions	Summative		Product	Chapter test form 3B (p. 178) My Math Assessment manual
16-18	1.MD.4.8 Answer Questions about collected data	Summative		Product	Chapter test form 3B (p. 178) My Math Assessment manual
16-18	1.MD.4.9 Ask questions about collected data	Summative		Product	Using graph information on chapter test form 3B (p. 178) students will write their own question about data.
<b>Third Nine Weeks</b>					
19-20	1.OA.2.1 Add three numbers with a sum less than or equal to 20 using objects, manipulatives, or drawings.	Both	Formative type assessment <b>Teacher's Choice:</b> (i.e. windshield check, dry erase boards, exit tickets, multiple choice, journals, checklists, etc.)	CR	$3+8+5=$ __
19-20	1.OA.2.2 Write an addition equation to find the sum of three numbers less than or equal to 20.	Both	See formative options	CR	Johnny had 2 red apples, 3 green apples, and 8 yellow apples. How many apples does Johnny have in all? ____ + ____ + ____ = ____
19-20	1.OA.2.3 Solve word problems to find the sum of three whole numbers less than or equal to 20.	Both	See formative options	CR	Johnny had 2 red apples, 3 green apples, and 8 yellow apples. How many apples does Johnny have in all? ____ + ____ + ____ = ____

19-20	1.OA.3.1 Identify math terms addends, sum, and difference.	Both	See formative options	MC	Vocabulary Assessment
19-20	1.OA.3.2 Rearrange addends to create turnaround facts. (Commutative property)	Formative	See options		
19-20	1.OA.3.3 Explain that I can add in any order to find the sum of three addends.	Formative	Oral Response		
19-20	1.OA.3.4 Apply properties of addition and subtraction.	Formative	See formative options		
21	1.MD.1.1 Order 3 objects by length.	Formative	See options		
21	1.MD.1.2 Compare 3 objects with different lengths.	Formative	See options		
22-23	1.MD.2.1 Use non-standard units to measure length.	Both	See options	CR	Math Assessment Masters Chapter 8

22-23	1.MD.2.2 Use standard units to measure to length. (inches, centimeters)	Both	See options	CR	Math Assessment Masters Chapter 8
24	1.MD.3.1 Identify the parts of a clock. (hour hand, minute hand, and second hand)	Formative	See options		
24	1.MD.3.2 Tell the difference between analog and digital clocks.	Formative	See options		
24	1.MD.3.3 Tell time to the hour using analog and digital clocks.	Formative	See options		
24	1.MD.3.4 Tell time to the $\frac{1}{2}$ hour using analog and digital clocks.	Formative	See options		
24	1.MD.3.5 Write the time correctly in hours and $\frac{1}{2}$ hours using the colon correctly.	Formative	See options		
25	1.MD.3.1 Identify the parts of the clock. (hour hand, minute hand, and second hand)	Summative		Label	Teacher-Made Test

25	1.MD.3.2 Tell the difference between analog and digital clocks.	Summative		MC	Teacher-Made Test
25	1.MD.3.3 Tell time to the hour using analog and digital clocks.	Summative		CR	Assessment Masters Chapter 8
25	1.MD.3.4 Tell time to the $\frac{1}{2}$ hour using analog and digital clocks.	Summative		CR	Assessment Masters Chapter 8
25	1.MD.3.5 Write time correctly in hours and $\frac{1}{2}$ hours using the colon correctly.	Summative		WR	Assessment Masters Chapter 8 p. 206
26	1.G.1.1 Identify shapes according to their characteristics that define them (number of sides, open or closed, etc.).	Formative	See options		
26	1.G.1.2 Identify open and closed shapes.	Formative	See options		
26	1.G.1.3 Build and draw identified shapes.	Formative	See options		

27	1.G.1.1 Identify shapes according to their characteristics that define them (number of sides, open or closed, etc.).	Summative		MC and WR	Assessment Masters Chapter 8 p. 215-216
27	1.G.1.2 Identify open or closed shapes.	Summative		MC and WR	Assessment Masters Chapter 8 p. 215-216
27	1.G.1.3 Build and draw identified shapes.	Summative		MC and WR	Assessment Masters Chapter 8 p. 215-216
27	1.G.2.1 Create two-dimensional shapes.	Formative	See options		
27	1.G.2.2 Identify three-dimensional shapes.	Formative	See options		
27	1.G.2.3 Design/compose shapes to make a new shape.	Formative	See options		
27	1.G.2.4 Separate/Decompose shapes from a given shape.	Both	See options	PB	Use pattern blocks Assessment Masters Oral Assessment p. 232

27	1.G.2.5 Create new shapes from the combined shapes.	Both	See options	PB	use pattern blocks Assessment Masters Oral Assessment p.232
27	1.G.2.6 Compose trapezoids, half-circles, and quarter circles.	Both	See options	PB	Assessment Masters Chapter 10
27	1.G.2.7 Compose rectangular prisms, right circular cones, and right circular cylinders.	Both	See options	PB	Assessment Masters Chapter 10
<b>Fourth Nine Weeks</b>					
28	1.G.3.1 Identify equal parts of a shape.	both	See options	Product	Assessment Master Chapter 9
28	1.G.3.2 Describe the parts of a shape with the terms half, fourth, and quarter.	Both	See options	Product	Assessment Master Chapter 9
28	1.G.3.3 Break apart circles and rectangles into two or four equal parts.	Both	See options	Product	Assessment Master Chapter 9

28	1.G.3.4 Place the parts back together to make a whole.	Both	See options	Product	Assessment Master chapter 9
29-30	1.OA.7.1 Decide if addition or subtraction number sentences are equal.	Formative	See options		
29-30	1.OA.7.2 Demonstrate understanding of the equal sign.	Formative	See options		
29-30	1.OA.8.1 Solve addition or subtraction equations by applying my knowledge of fact families.	Formative	See options		
29-30	1.NBT.3.1 Compare two, 1-digit numbers using symbols $>$ , $<$ , or $=$ .	Summative		MC	4 ___ 10 a. $<$ b. $>$ c. $=$
29-30	1.NBT.3.2 Compare two 2-digit numbers using symbols $>$ , $<$ , or $=$ .	Summative		MC	34 ___ 89 a. $<$ b. $>$ c. $=$
29-30	1.NBT.3.3 I can use $<$ , $>$ , or $=$ to compare 2-digit numbers.	Summative		MC	45 ___ 36 a. $<$ b. $>$ c. $=$

31-34	1.OA.1.1 Define clue words.	Formative	See options		
31-34	1.OA.1.2 Locate clue words to solve word problems.	Formative	See options		
31-34	1.OA.1.3 Match clue words to operation symbols in a word problem.	Summative		CR	Teacher-Made Test
31-34	1.OA.1.4 Name and match the operation to its symbol.	Summative		Matching	Teacher-Made Test
31-34	1.OA.1.5 Solve addition words problems with unknowns in all positions.	Summative		Matching	Teacher-Made Test
31-34	1.OA.1.6 Solve subtraction problems with unknowns in all positions.	Formative	See options		
31-34	1.OA.1.7 Solve addition word problems within 20.	Both	See options	CR	Assessment Masters

31-34	1.OA.1.8 Solve subtraction word problems within 20.	Both	See options	CR	Assessment Masters
31-34	1.OA.1.9 Model/Show/Draw/Write addition of numbers less than 20 with manipulatives.	Formative	See options		
31-34	1.OA.1.10 Model/Show/Draw/Write subtraction of numbers less than 20 with manipulatives.	Formative	See options		
31-34	1.OA.6.1 Identify the greater number when given two numbers.	Formative	See options		
31-34	1.OA.6.2 Solve addition problems by identifying the greater number and counting on.	Both	See options	CR	Circle the greater number and count on $18 + 6 =$
31-34	1.OA.6.3 Solve addition facts to 10 within a given time frame to build fluency.	Formative	See options		
31-34	1.OA.6.4 Solve addition problems by making 10 and then counting on. $8+2=10$ plus 4 more $8+6=$ __	Both	See options	CR	Assessment Masters

31-34	1.OA.6.5 Add and subtract using fact families in various ways. $7+3=$ __, $3+$ __= $10$	Both	See options	CR	Assessment Masters
31-34	1.OA.6.6 Add using doubles and doubles plus or minus 1. $8+7=$ __, $1+7+7=$ __	Both	See options	CR	Assessment Masters
31-34	1.OA.6.7 Solve subtraction facts to 10 within a given timeframe to build fluency.	Both	See options	CR	Assessment Masters
31-34	1.OA.6.8 Solve mixed addition and subtraction problems within 20.	Both	See options	CR	Assessment Masters