

# Grade 1 Assessment Checklists, Oregon Math Standards

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Grade 1 Yearlong Skills Interview Class Checklist

Students' Names

<p><b>Note:</b> This checklist provides enough space to record scores for 6 students. Run enough copies to accommodate the students in your class plus a few more. Remark the same sheets each assessment period so you can easily see students' progress through the year. Stop testing students on a given task when they reach the final target, no matter how early in the school year, and simply continue to award those student 4 points through the rest of the year. For example, if a student is able to count to 120 in September and you're confident that he/she has retained that skill each assessment period, you do not have to re-test that student.</p>									
Task	OMS	Points Possible							Support Resources
<b>1a-c BASELINE: Counts by ones forward to 120</b>	1.1.1	<p><b>0 pts:</b> less than 20  <b>1 pt:</b> between 21 and 32  <b>2 pts:</b> between 40 and 66  <b>3 pts:</b> between 87 and 100  <b>4 pts:</b> to 100 or more</p>							<p><b>Kindergarten Supplement Sets</b>                      A1 Counting on the Number Line, Activities 1–3                      A6 One Dot, Many Dots  <b>Kindergarten Work Places</b>                      1E, 1I, 1J, 1M, 1P, 2A, 2B, 2D, 2F, 2H, 2J, 2I, 2L  <b>Grade 1 Supplement Sets</b>                      A1 Numbers to 120, Activities 1–4  <b>Grade 1 Work Places</b>                      1D, 1H, 1I  <b>Grade 1 Support Activities</b>                      1A, 2A                      See <b>G1 Practice Book</b> for relevant practice pages.</p>
<b>1a-c FALL: Counts by ones forward to 120</b>	1.1.1	<p><b>0 pts:</b> less than 32  <b>1 pt:</b> to 32  <b>2 pts:</b> to 66  <b>3 pts:</b> to 100  <b>4 pts:</b> between 101 and 120</p>							
<b>1a-c WINTER: Counts by ones forward to 120</b>	1.1.1	<p><b>0 pts:</b> less than 66  <b>1 pt:</b> to 66  <b>2 pts:</b> to 100  <b>3 pts:</b> between 101 and 109  <b>4 pts:</b> between 110 and 120</p>							
<b>1a-c SPRING: Counts by ones forward to 120</b>	1.1.1	<p><b>0 pts:</b> less than 100  <b>1 pt:</b> to 100  <b>2 pts:</b> between 101 and 109  <b>3 pts:</b> between 110 and 120  <b>4 pts:</b> to 120</p>							
<b>1d BASELINE: Counts by tens to 100</b>	1.1.3	<p><b>0 pts:</b> can't count by 10's at all  <b>1 pt:</b> to 20, 30, or 40  <b>2 pts:</b> to 50 or beyond</p>							
<b>1d FALL: Counts by tens to 100</b>	1.1.3	<p><b>0 pts:</b> to 20 or less  <b>1 pt:</b> to 30, 40, or 50  <b>2 pts:</b> to 60 or beyond</p>							<p><b>Kindergarten Supplement Sets</b>                      A1 Counting on the Number Line, Activity 1  <b>Kindergarten Work Places</b>                      1E, 1I, 2B, 2J, 2I  <b>Grade 1 Supplement Sets</b>                      A1 Numbers to 120, Activities 1–4                      A5 Place Value, Activities 1–3  <b>Grade 1 Work Places</b>                      1D, 1H, 1I  <b>Grade 1 Support Activities</b>                      10C                      See <b>G1 Practice Book</b> for relevant practice pages.</p>
<b>1d WINTER: Counts by tens to 100</b>	1.1.3	<p><b>0 pts:</b> to 30 or less  <b>1 pt:</b> to 40, 50, or 60  <b>2 pts:</b> to 70 or beyond</p>							
<b>1d SPRING: Counts by tens to 100</b>	1.1.3	<p><b>0 pts:</b> to 40 or less  <b>1 pt:</b> between 50 and 90  <b>2 pts:</b> to 100</p>							

Task	OMS	Points Possible	Students' Names						Support Resources
<b>2 BASELINE: Counts backwards from 120</b>	1.1.1	<b>0 pts:</b> Cannot count backward from 10 <b>1 pt:</b> Struggles, but has some of the counting sequence backward from 10 <b>2 pts:</b> Counts backward from 10–1							<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line, Activity 1 <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Activity 1 <b>See G1 Practice Book</b> for relevant practice pages.
<b>2 FALL:</b> Counts backwards from 120	1.1.1	<b>0 pts:</b> Struggles, but has some of the counting sequence backward from 10 <b>1 pt:</b> Counts backward from 10–1 <b>2 pts:</b> Counts backward from 33–17							
<b>2 WINTER:</b> Counts backwards from 120	1.1.1	<b>0 pts:</b> Counts backward from 10–1 <b>1 pt:</b> Counts backward from 33–17 <b>2 pts:</b> Counts backward from 100–87							
<b>2 SPRING:</b> Counts backwards from 120	1.1.1	<b>0 pts:</b> Counts backward from 33–17 <b>1 pt:</b> Counts backward from 100–87 <b>2 pts:</b> Counts backward from 120–108							
<b>3 BASELINE: Names the number that is one less or one more than any number given verbally up to 120</b>	1.1.1	<b>0 pts:</b> Cannot perform the task at all <b>1 pt:</b> Names numbers after but not before 7, 18, 5, 12 <b>2 pts:</b> Names numbers before and after 7, 18, 5, 12 <b>3 pts:</b> Names numbers after but not before 40, 79, 50, 69 <b>4 pts:</b> Names numbers before and after 40, 79, 50, 69							<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line, Activity 1 <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Activity 1 <b>See G1 Practice Book</b> for relevant practice pages.
<b>3 FALL:</b> Names the number that is one less or one more than any number given verbally up to 120	1.1.1	<b>0 pts:</b> Cannot perform the task at all <b>1 pt:</b> Names numbers after but not before 7, 18, 5, 12 <b>2 pts:</b> Names numbers before and after 7, 18, 5, 12 <b>3 pts:</b> Names numbers after but not before 40, 79, 50, 69 <b>4 pts:</b> Names numbers before and after 40, 79, 50, 69							
<b>3 WINTER:</b> Names the number that is one less or one more than any number given verbally up to 120	1.1.1	<b>0 pts:</b> Names numbers before and after 7, 18, 5, 12 <b>1 pt:</b> Names numbers after but not before 40, 79, 50, 69 <b>2 pts:</b> Names numbers before and after 40, 79, 50, 69 <b>3 pts:</b> Names numbers after but not before 79, 100 <b>4 pts:</b> Names numbers before and after 79, 100							
<b>3 SPRING:</b> Names the number that is one less or one more than any number given verbally up to 120	1.1.1	<b>0 pts:</b> Names numbers before and after 40, 79, 50, 69 <b>1 pt:</b> Names numbers after but not before 79, 100 <b>2 pts:</b> Names numbers before and after 79, 100 <b>3 pts:</b> Names numbers after but not before 110, 120 <b>4 pts:</b> Names numbers before and after 110, 120							

Task	OMS	Points Possible	Students' Names						Support Resources
<b>4 BASELINE: Read aloud numerals from 0–1,000</b>	NA	<b>0 pts:</b> Cannot read any of the numerals <b>1 pt:</b> Reads numerals to 12 (0, 4, 7, 9, 10, 12) <b>2 pts:</b> Reads numerals to 31 (all cards to 31)							<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line, Activity 1 <b>Kindergarten Work Places</b> 1J, 1O, 2A, 2C, 2F, 2G <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Act. 1–4 A2 Numerals to 1,000, Act. 1–3 A5 Place Value, Act. 1–3 <b>Grade 1 Support Activities</b> 4C, 7B, 10C <b>See G1 Practice Book</b> for relevant practice pages.
<b>4 FALL:</b> Read aloud numerals from 0–1,000	NA	<b>0 pts:</b> Reads numerals to 12 (0, 4, 7, 9, 10, 12) <b>1 pt:</b> Reads numerals to 31 (all cards to 31) <b>2 pts:</b> Reads numerals to 72 (all cards to 72)							
<b>4 WINTER:</b> Read aloud numerals from 0–1,000	NA	<b>0 pts:</b> Reads numerals to 31 (all cards to 31) <b>1 pt:</b> Reads num. to 72 (all cards to 72) <b>2 pts:</b> Reads numerals to 100 (all cards to 100)							
<b>4 SPRING</b> Read aloud numerals from 0–1,000	NA	<b>0 pts:</b> Reads num. to 72 (all cards to 72) <b>1 pt:</b> Reads numerals to 100 (all cards to 100) <b>2 pts:</b> Reads numerals to 302 (all cards)							
<b>5 BASELINE: Counts 20 cubes from a larger set using 1:1 corr.</b>	K.1.5	<b>0 pts:</b> Unable to count more than 5 cubes accurately. <b>1 pt:</b> Counts up to 10 cubes accurately. <b>2 pts:</b> Counts 20 of the cubes accurately.							<b>Kindergarten Supplement Sets</b> A4 Add & Subtract, Act. 1, 2 <b>Kindergarten Work Places</b> 1J, 2A, 2D, 2H, 2J, 2I <b>Grade 1 Supplement Sets</b> A1 Numbers to 120, Act. 1–4 A5 Place Value, Act. 1–3 <b>Grade 1 Work Places</b> 2H, 2J, 3A, 3D, 3G <b>Grade 1 Support Activities</b> 1A, 2A, 3B, 7A, 8B, 8C, 9A, 10C, 10D <b>See K &amp; G1 Practice Book</b> for relevant practice pages.
<b>5 FALL:</b> Groups and counts 50 cubes by 10's	1.1.3	<b>0 pts:</b> Unable to group and/or count by 10's. <b>1 pt:</b> Groups by 10's; counts by tens but must revert to counting by 1's to finish, or counts by 10's but gets the wrong total <b>2 pts:</b> Groups and counts by 10's to 50							
<b>5 WINTER:</b> Groups and counts 50 cubes by 5's	1.1.3	<b>0 pts:</b> Unable to group and/or count by 5's. <b>1 pt:</b> Groups by 5's; counts by fives but must revert to counting by 1's to finish, or counts by 5's but gets the wrong total <b>2 pts:</b> Groups and counts by 5's to 50							
<b>5 SPRING:</b> Groups and counts 20 cubes by 10's	1.1.3	<b>0 pts:</b> Unable to group and/or count by 2's. <b>1 pt:</b> Groups by 2's; counts by twos but must revert to counting by 1's to finish, or counts by 2's but gets the wrong total <b>2 pts:</b> Groups and counts by 2's to 20							
<b>6 Composes and Decomposes Numbers to Ten</b>	1.2.3	<b>0 pts:</b> Can't perform the tasks with 3 cubes <b>1 pt:</b> Can perform the tasks with 4 and 5 cubes <b>2 pts:</b> Can perform the tasks with 6 and 7 cubes <b>3 pts:</b> Can perform the tasks 8 and 9 cubes <b>4 pts:</b> Can perform the tasks with 10 cubes	BL	BL	BL	BL	BL	BL	<b>Kindergarten Supplement Sets</b> A4 Add & Subtract, Act. 1–8 <b>Grade 1 Supplement Sets</b> A3 Add/Sub on Number Line, Act. 1–3 A4 Equivalent Names, Act. 1 & 2 <b>Grade 1 Work Places</b> 2A, 2D, 2F, 2G, 3B, 3C, 3E <b>See K &amp; G1 Practice Book</b> for relevant practice pages.
			F	F	F	F	F	F	
			W	W	W	W	W	W	
			S	S	S	S	S	S	

Task	OMS	Points Possible	Students' Names						Support Resources
<b>7 FALL: Applies and explains strategies to compute addition facts for sums to 18.</b>	1.2.2	<b>0 pts:</b> Uses direct model strategy, but is unable to get the correct total for either $3 + 2$ or $5 + 4$ <b>1 pt:</b> Uses direct model strategy to solve $3 + 2$ correctly; misses $5 + 4$ or cannot tackle it <b>2 pts:</b> Uses direct model strategy to solve $3 + 2$ and $5 + 4$ correctly. (9 + 5 not offered at this point.) <b>3 pts:</b> Counts on to solve $3 + 2$ and $5 + 4$ ; misses $9 + 5$ or cannot tackle it. <b>4 pts:</b> Counts on to solve all 3 facts						<b>Kindergarten Supplement Sets</b> A4 Add & Subtract, Act. 1–6 (These activities support the development of counting on and counting backwards.) <b>Grade 1 Supplement Sets</b> A3 Add/Subtract on the Number Line, Act. 1–3 A4 Equivalent Names, Act. 1, 2 B1 Properties & Relationships, Act. 1–3 and Worksheets 1–3 <b>Grade 1 Work Places</b> 2I, 2J <b>Grade 1 Support Activities</b> 3C, 6D, 7C <b>See G1 Practice Book</b> for relevant practice pages.	
<b>7 WINTER:</b> Applies and explains strategies to compute addition facts for sums to 18.	1.2.2	<b>0 pts:</b> Uses direct model strategy to solve $3 + 2$ correctly; misses $5 + 4$ or cannot tackle it <b>1 pt:</b> Uses direct model strategy to solve $3 + 2$ and $5 + 4$ correctly. (9 + 5 not offered at this point.) <b>2 pts:</b> Counts on to solve $3 + 2$ and $5 + 4$ ; misses $9 + 5$ or cannot tackle it. <b>3 pts:</b> Counts on to solve all 3 facts <b>4 pts:</b> Uses derived fact strategy to solve one fact or more							
<b>7 SPRING:</b> Applies and explains strategies to compute addition facts for sums to 18.	1.2.2	<b>0 pts:</b> Uses direct model strategy to solve $3 + 2$ and $5 + 4$ correctly. (9 + 5 not offered at this point.) <b>1 pt:</b> Counts on to solve $3 + 2$ and $5 + 4$ ; misses $9 + 5$ or cannot tackle it. <b>2 pts:</b> Counts on to solve all 3 facts <b>3 pts:</b> Uses derived fact strategy to solve one fact or more <b>4 pts:</b> Uses derived fact strategy to solve two facts or more							
<b>8 FALL: Applies and explains strategies to compute subtraction facts to 18.</b>	1.2.2	<b>0 pts:</b> Adds instead of subtracting; seems to have little or no understanding of subtraction OR attempts to use a direct model strategy but is unable to get the correct answer <b>1 pt:</b> Uses direct model strategy to solve $6 - 3$ correctly; misses $8 - 5$ or cannot tackle it <b>2 pts:</b> Uses direct model strategy to solve $6 - 3$ and $8 - 5$ correctly. (11 – 6 not offered at this point.)						<b>Kindergarten Supplement Sets</b> A4 Add & Subtract, Act. 1, 7, 8 (These activities support the development of counting on and counting backwards.) <b>Grade 1 Supplement Sets</b> A3 Add/Subtract on the Number Line, Act. 1–3 A4 Equivalent Names, Act. 1, 2 B1 Properties & Relationships, Act. 1–3 and Worksheets 1–3 <b>Grade 1 Work Places</b> 2I, 2J <b>Grade 1 Support Activities</b> 3C, 6D, 7C <b>See G1 Practice Book</b> for relevant practice pages.	
<b>8 WINTER:</b> Applies and explains strategies to compute subtraction facts to 18.	1.2.2	<b>0 pts:</b> Uses direct model strategy to solve $6 - 3$ correctly; misses $8 - 5$ or cannot tackle it <b>1 pt:</b> Uses direct model strategy to solve $6 - 3$ and $8 - 5$ correctly. (11 – 6 not offered at this point.) <b>2 pts:</b> Uses counting, derived fact, or instant recall to solve one of the facts; uses direct model for the others.							
<b>8 SPRING:</b> Applies and explains strategies to compute subtraction facts to 18.	1.2.2	<b>0 pts:</b> Uses direct model strategy to solve $6 - 3$ and $8 - 5$ correctly. (11 – 6 not offered at this point.) <b>1 pt:</b> Uses counting, derived fact, or instant recall to solve two of the facts;; uses direct model for the other <b>2 pts:</b> Uses counting, derived fact, or instant recall to solve all three facts.							
<b>Total Score (Baseline)</b>		<b>26 pts.</b>							
<b>Total Score (Fall)</b>		<b>26 pts.</b>							
<b>Total Score (Winter)</b>		<b>26 pts.</b>							
<b>Total Score (Spring)</b>		<b>26 pts.</b>							

\* **Meeting Standard:** 20–26 pts. (75–100% correct)  
**Strategic:** 7–12 pts. (25–49% correct)

**Approaching Standard:** 13–19 pts. (50–74% correct)  
**Intensive:** 6 pts or less (24% or less correct)

Grade 1 Yearlong Skills Paper/Pencil Assessment: Baseline Class Checklist (Oregon Standards)

Students' Names

Item	OMS	Points Possible	Support						
1 Writes numerals 1–10	1.1.1	<b>0 pts:</b> Not all the numerals entered OR <b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR <b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR <b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals	<b>Kindergarten Work Places 1O</b> <b>Kindergarten Supplement Sets</b> Set A4 Addition & Subtraction <b>Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35, 36</b>						
2a. Counts and writes by 1’s forward from 3–10	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Kindergarten Work Places 1J, 1O, 2A, 2D, 2H, 2J, 2I, 2F</b> <b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line Set A6 One Dot, Many Dots Cal. Pattern <b>Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35–39, 48</b>						
2b. Counts and writes by 1’s forward from 11–18	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)							
3a. Counts and writes by 1’s backward from 7–0	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line <b>Kindergarten Practice Book Page 35</b>						
3b. Counts and writes by 1’s backward from 8–1	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)							
4a–c Compares numbers to 10 (identifies the number in each pair that is more) 8, 10, 3	1.1.1	<b>3 pts</b> (1 pt for each correct response)	<b>Kindergarten Work Places 1M, 1P</b> <b>Kindergarten Supplement Sets</b> Set A4 Addition & Subtraction Set A6 One Dot, Many Dots Cal. Pattern <b>Kindergarten Practice Book Pages 26, 28, 30, 31</b>						
5a–c Compares numbers to 10 (identifies the number in each pair that is less) 5, 2, 1	1.1.1	<b>3 pts</b> (1 pt for each correct response)							
6 Orders numbers to 10 from least to most (6, 7, 8, 9, 10)	1.1.1	<b>5 pts</b> (1 pt for each correct number in the sequence)	<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line <b>Kindergarten Practice Book Pages 16, 27, 35, 50, 51, 70</b>						
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>							

\* Meeting Standard (Baseline): 23 – 30 points (75 –100% correct)  
Strategic (Baseline): 8 – 14 points (25 – 49% correct)

Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
Intensive: 7 points or fewer (24% or less correct)

Note: The Kindergarten Supplement Sets and Practice Book pages listed above can be accessed and downloaded for free at the Math Learning Center web site. Go to [www.mathlearningcenter.org](http://www.mathlearningcenter.org), and click on the Bridges Support for Teachers button on the home page. When you get to the general support page, find the Kindergarten link. Then find the Supplements and Practice Pages link on the Kindergarten page.

Grade 1 Yearlong Skills Paper/Pencil Assessment: FALL Class Checklist (Oregon Standards)

Students' Names

Item	OMS	Points Possible	Support						
1 Writes numerals 1–10	1.1.1	<b>0 pts:</b> Not all the numerals entered OR <b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR <b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR <b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals	<b>Kindergarten Work Places 10</b> <b>Kindergarten Supplement Sets</b> Set A4 Addition & Subtraction <b>Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35, 36</b>						
2a. Counts and writes by 1’s forward from 18–24	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Kindergarten Work Places 2A, 2D, 2H, 2J, 2I, 2L, 2M</b> <b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line Set A6 One Dot, Many Dots Cal. Pattern <b>Kindergarten Practice Book Pages 1–11, 13–16, 18–21, 28, 35–39, 48</b>						
2b. Counts and writes by 1’s forward from 29–35	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)							
3a. Counts and writes by 1’s backward from 17 to 10	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line <b>Kindergarten Practice Book Page 35</b>						
3b. Counts and writes by 1’s backward from 33 to 26	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)							
4a–c Compares numbers to 32 (identifies the number in each pair that is more) 31, 32, 30	1.1.1	<b>3 pts</b> (1 pt for each correct response)	<b>Kindergarten Work Places 1M, 1P</b> <b>Kindergarten Supplement Sets</b> Set A4 Addition & Subtraction Set A6 One Dot, Many Dots Cal. Pattern <b>Kindergarten Practice Book Pages 26, 28, 30, 31</b>						
5a–c Compares numbers to 35 (identifies the number in each pair that is less) 12, 19, 31	1.1.1	<b>3 pts</b> (1 pt for each correct response)							
6 Orders numbers between 17 and 21 from least to most (17, 18, 19, 20, 21)	1.1.1	<b>5 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not )	<b>Kindergarten Supplement Sets</b> A1 Counting on the Number Line <b>Kindergarten Practice Book Pages 16, 27, 35, 50, 51, 70</b>						
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>							

\* Meeting Standard (Baseline): 23 – 30 points (75 –100% correct)  
Strategic (Baseline): 8 – 14 points (25 – 49% correct)

Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
Intensive: 7 points or fewer (24% or less correct)

Note: The Kindergarten Supplement Sets and Practice Book pages listed above can be accessed and downloaded for free at the Math Learning Center web site. Go to [www.mathlearningcenter.org](http://www.mathlearningcenter.org), and click on the Bridges Support for Teachers button on the home page. When you get to the general support page, find the Kindergarten link. Then find the Supplements and Practice Pages link on the Kindergarten page.

Grade 1 Yearlong Skills Paper/Pencil Assessment: WINTER Class Checklist (Oregon Math Standards) Students' Names

Item	OMS	Points Possible	Support						
1 Writes numerals 1–10	1.1.1	<b>0 pts:</b> Not all the numerals entered OR <b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR <b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR <b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals	<b>Grade 1 Work Places</b> 1G, 1K, 2C <b>Grade 1 Practice Book Pages</b> 1, 2, 11, 13						
2a. Counts and writes by 1's forward from 69–75	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Grade 1 Supplement Sets</b> A1 Numbers to 120 <b>Grade 1 Practice Book Pages</b> 22, 39, 42, 43, 46, 69, 70, 71, 72 <b>Grade 1 Support Activities</b> 4C, 7B, 10B						
2b. Counts and writes by 1's forward from 94–100	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)							
3a. Counts and writes by 1's backward from 73 to 66	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Grade 1 Supplement Sets</b> A1 Numbers to 120 <b>Grade 1 Practice Book Page</b> 22						
3b. Counts and writes by 1's backward from 91 to 84	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)							
4a–c Compares numbers to 75 (identifies the number in each pair that is more) 75, 80, 61	1.1.1	<b>3 pts</b> (1 pt for each correct response)	<b>Grade 1 Supplement Sets</b> A1 Numbers to 120 A5 Place Value <b>Grade 1 Practice Book Page</b> 39						
5a–c Compares numbers to 99 (identifies the number in each pair that is less) 89, 90, 36	1.1.1	<b>3 pts</b> (1 pt for each correct response)							
6 Orders numbers between 31 and 77 from least to most (31, 45, 52, 67, 77)	1.1.1	<b>5 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not )	<b>Grade 1 Supplement Sets</b> A1 Numbers to 120 A5 Place Value <b>Grade 1 Practice Book Pages</b> 11, 15, 30, 42						
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>							

\* Meeting Standard (Baseline): 23 – 30 points (75 –100% correct)  
Strategic (Baseline): 8 – 14 points (25 – 49% correct)

Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
Intensive: 7 points or fewer (24% or less correct)

Grade 1 Yearlong Skills Paper/Pencil Assessment: SPRING Class Checklist (Oregon Math Standards) Students' Names

Item	OMS	Points Possible	Support						
1 Writes numerals 1–10	1.1.1	<b>0 pts:</b> Not all the numerals entered OR <b>1 pt:</b> All 10 numerals entered, but some are out of sequence; some numerals may be reversed OR <b>2 pts:</b> All 10 numerals entered in the correct sequence; some reversals OR <b>3 pts:</b> All 10 numerals entered in the correct sequence; no reversals	<b>Grade 1 Work Places</b> 1G, 1K, 2C <b>Grade 1 Practice Book Pages</b> 1, 2, 11, 13						
2a. Counts and writes by 1's forward from 69–75	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Grade 1 Supplement Sets</b> A1 Numbers to 120 <b>Grade 1 Practice Book Pages</b> 22, 39, 42, 43, 46, 69, 70, 71, 72 <b>Grade 1 Support Activities</b> 4C, 7B, 10B						
2b. Counts and writes by 1's forward from 94–100	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not)							
3a. Counts and writes by 1's backward from 73 to 66	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)	<b>Grade 1 Supplement Sets</b> A1 Numbers to 120 <b>Grade 1 Practice Book Page</b> 22						
3b. Counts and writes by 1's backward from 91 to 84	1.1.1 1.2.6	<b>4 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable)							
4a–c Compares numbers to 75 (identifies the number in each pair that is more) 75, 80, 61	1.1.1	<b>3 pts</b> (1 pt for each correct response)	<b>Grade 1 Supplement Sets</b> A1 Numbers to 120 A5 Place Value <b>Grade 1 Practice Book Page</b> 39						
5a–c Compares numbers to 99 (identifies the number in each pair that is less) 89, 90, 36	1.1.1	<b>3 pts</b> (1 pt for each correct response)							
6 Orders numbers between 31 and 77 from least to most (31, 45, 52, 67, 77)	1.1.1	<b>5 pts</b> (1 pt for each correct number in the sequence; numeral reversals are acceptable; digit reversals are not )	<b>Grade 1 Supplement Sets</b> A1 Numbers to 120 A5 Place Value <b>Grade 1 Practice Book Pages</b> 11, 15, 30, 42						
<b>Total Score/Level of Proficiency*</b>		<b>30 pts</b>							

\* Meeting Standard (Baseline): 23 – 30 points (75 –100% correct)  
Strategic (Baseline): 8 – 14 points (25 – 49% correct)

Approaching Standard (Baseline): 15 – 22 points (50–74% correct)  
Intensive: 7 points or fewer (24% or less correct)

Grade 1 Fact Fluency Assessment Class Checklist (Oregon Math Standards)

Students' Names

Item	OMS	Points Possible	Support							
1 Quickly recalls addition facts for sums equal to 10 5, 7, 4, 8, 4 6, 10, 10, 9, 9 10, 7, 10, 10, 6 8, 8, 9, 9, 5	1.2.3	20 pts possible (1 pt for each correct answer entered during a 2-minute timing. DO NOT score facts completed correctly after the 2-minute timing.	<b>Support</b> K Supplement Set A4, Addition & Subtraction, Activities 1–8 G1 Practice Workbook, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G1 Student Support 3C, 6D, and 7C (NC Vol. 1, pg. 122; NC Vol. 2, pgs. 253, 302–303) G1 Work Places 2A, 2B, 2D, 2F, 2G, 3B, 3C, 3E G1 Bridges, Unit 4: Travel Games							
Optional “apple” addition facts at the bottom of page 1 14, 11, 12, 15, 14 18, 17, 16, 15, 19	1.2.4	DO NOT SCORE								
2 Quickly recalls related subtraction facts for sums to 10 3, 3, 1, 0, 2 2, 3, 1, 5, 4 3, 5, 2, 1, 6 2, 3, 7, 2, 6	1.2.3	20 pts possible (1 pt for each correct answer entered during a 2-minute timing. DO NOT score facts completed correctly after the 2-minute timing.								
Optional “apple” subtraction facts at the bottom of page 2 6, 10, 6, 9, 7 8, 10, 7, 4, 6	1.2.4	DO NOT SCORE								
<b>Total Score/Level of Proficiency*</b>		<b>40 pts</b>								

\* Meeting Standard: 30 – 40 points (75–100% correct)  
Strategic: 10 – 19 points (25–49% correct)

Approaching Standard: 20 – 29 points (50–74% correct)  
Intensive: 9 points or fewer (24% or less correct)

Grade 1 Unit 1 Work Samples Class Checklist (Oregon Math Standards) Students' Names

<p>Note: There are 3 Bug Picture Problems in the set included in the Unit One Assessment Collection. Have students do one at a time (see suggested sessions on Unit 1 Planner) independently. Read each problem to the class before the students go to work, and re-read it to individuals as needed during the work period. This is not meant to be a reading test.</p>														
<p>Bug Picture Problems</p>	<p>OMS</p>	<p>Points Possible:</p>												
<p><b>Unit 1, Bug Work Sample Picture Problems</b> (See Blacklines included in Unit 1 Assessment Collection.)</p>														
<p>Problem 1: Two ladybugs crawling on the ground. How many legs do they have?</p>	<p>1.2.1 1.2.2</p>	<p>3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)</p>												
<p>Problem 2: There are 6 ladybugs on the grass and 3 ladybugs on the ground. How many altogether?</p>	<p>1.2.1 1.2.2</p>	<p>3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)</p>												
<p>Problem 3: 7 beetles in the grass. When 4 of them go home, how many will be left?</p>	<p>1.2.1 1.2.2</p>	<p>3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)</p>												
<p><b>Total Score/Level of Proficiency*</b></p>		<p><b>9 pts.</b></p>												
<p><b>Scoring Scale for Solving Story Problems: 3 Points Possible for each problem:</b>  <b>Understanding</b> 1 point for using the information given in the problem  <b>Strategy</b> 1 point for using a viable strategy that could lead to the answer; strategies may include drawings, number sentences, numeric representations, and so on  <b>Answer</b> 1 point for showing the correct answer</p>														

\* Meeting Standard: 7 – 9 points (75–100% correct)  
Strategic: 3 – 4 points (25–49% correct)

Approaching Standard: 5 – 6 points (50–74% correct)  
Intensive: 2 points or fewer (24% or less correct)

Grade 1 Unit 3 Work Samples Class Checklist (Oregon Math Standards)      Students' Names

<p>Note: There are 3 Sea Star &amp; Crab Picture Problems in the set included in the Unit Three Assessment Collection. Have students do one at a time (see suggested sessions on Unit 3 Planner) independently. Read each problem to the class before the students go to work, and re-read it to individuals as needed during the work period. This is not meant to be a reading test.</p> <p>Sea Star &amp; Crab Picture Problems</p>	OMS	Points Possible:												
<p><b>Unit 3, Sea Star &amp; Crab Sample Picture Problems</b> (See Blacklines included in Unit 3 Assessment Collection.)</p>														
<p>Problem 1: Three sea stars in the sand. How many arms in all?</p>	1.2.1 1.2.2	3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)												
<p>Problem 2: 9 crabs in the sand. 3 crabs go away. How many crabs are left?</p>	1.2.1 1.2.2	3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)												
<p>Problem 3: 7 goldfish in the sea. The hungry shark eats 5 of them. How many goldfish left?</p>	1.2.1 1.2.2	3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)												
<p><b>Total Score/Level of Proficiency*</b></p>		<b>9 pts.</b>												

**Scoring Scale for Solving Story Problems: 3 Points Possible for each problem:**  
**Understanding**    1 point for using the information given in the problem  
**Strategy**        1 point for using a viable strategy that could lead to the answer; strategies may include drawings, number sentences, numeric representations, and so on  
**Answer**         1 point for showing the correct answer

\* Meeting Standard: 7 – 9 points (75–100% correct)  
 Strategic: 3 – 4 points (25–49% correct)

Approaching Standard: 5 – 6 points (50–74% correct)  
 Intensive: 2 points or fewer (24% or less correct)

Grade 1 Unit 4 Work Samples Class Checklist (Oregon Math Standards)      Students' Names

<p>Note: There are 3 Penguin Picture Problems in the set included in the Unit Four Assessment Collection. Have students do each one on a different day independently. Read each problem to the class before the students go to work, and re-read it to individuals as needed during the work period. This is not meant to be a reading test.</p> <p>Penguin Picture Problems</p>	OMS	Points Possible												
<p><b>Unit 4, Penguin Sample Picture Problems</b> (See Blacklines included in Unit 4 Assessment Collection.)</p>														
<p>Problem 1: Five penguins in the water. 6 penguins on the land. How many penguins in all?</p>	1.2.1 1.2.2	3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)												
<p>Problem 2: Six penguins. Each penguin has 2 eggs. How many eggs altogether?</p>	1.2.1 1.2.2	3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)												
<p>Problem 3: Fifteen penguins. 9 jumped in the water. How many are left on land?</p>	1.2.1 1.2.2	3 pts (See <b>Scoring Scale for Solving Story Problems</b> below)												
<p><b>Total Score/Level of Proficiency*</b></p>		9 pts.												
<p><b>Scoring Scale for Solving Story Problems: 3 Points Possible for each problem:</b>  <b>Understanding</b>    1 point for using the information given in the problem  <b>Strategy</b>         1 point for using a viable strategy that could lead to the answer; strategies may include drawings, number sentences, numeric representations, and so on  <b>Answer</b>            1 point for showing the correct answer</p>														

\* Meeting Standard: 7 – 9 points (75–100% correct)  
 Strategic: 3 – 4 points (25–49% correct)

Approaching Standard: 5 – 6 points (50–74% correct)  
 Intensive: 2 points or fewer (24% or less correct)

Grade 1 Unit 6 Work Samples Class Checklist (Oregon Math Standards) Students' Names

<p>Note: There are 3 Farm Picture Problems in the set included in the Unit Six Assessment Collection. Have students do each one on a different day independently. Read each problem to the class before the students go to work, and re-read it to individuals as needed during the work period. This is not meant to be a reading test.</p> <p>Farm Picture Problems</p>	OMS	Points Possible													
<p><b>Unit 6, Farm Work Sample Picture Problems</b> (See Blacklines included in Unit 6 Assessment Collection.)</p>															
<p>Problem 1: There are 3 horses in the barn. How many legs?</p>	1.2.1 1.2.2	<p><b>3 pts</b> (See <b>Scoring Scale for Solving Story Problems</b> below)</p>													
<p>Problem 2: There are 3 horses, 2 cows, and 5 goats on the farm. How many animals altogether?</p>	1.2.1 1.2.2 1.2.4	<p><b>3 pts</b> (See <b>Scoring Scale for Solving Story Problems</b> below)</p>													
<p>Problem 3: There were 16 chickens in the coop. 8 escaped! How many chickens are left?</p>	1.2.1 1.2.2	<p><b>3 pts</b> (See <b>Scoring Scale for Solving Story Problems</b> below)</p>													
<p><b>Total Score/Level of Proficiency*</b></p>		<p><b>9 pts.</b></p>													
<p><b>Scoring Scale for Solving Story Problems: 3 Points Possible for each problem:</b>  <b>Understanding</b> 1 point for using the information given in the problem  <b>Strategy</b> 1 point for using a viable strategy that could lead to the answer; strategies may include drawings, number sentences, numeric representations, and so on  <b>Answer</b> 1 point for showing the correct answer</p>															

\* Meeting Standard: 7 – 9 points (75–100% correct)  
 Strategic: 3 – 4 points (25–49% correct)

Approaching Standard: 5 – 6 points (50–74% correct)  
 Intensive: 2 points or fewer (24% or less correct)