

# August & September Assessment

## ASSESSMENT

### Baseline Assessment

#### Overview

Sometime during the first week or two of school, students spend two Number Corner periods completing a four-page baseline assessment in place of regular workouts. Students complete the first page one day during Number Corner, and pages 2–4 the next day during Number Corner.

#### Timing

First week or two of school

#### Skills

- counting by ones forward and backward from 1 to 100
- counting by twos, fives, and tens to 100
- writing, comparing, and ordering numbers to 100
- quickly recalling addition facts and related subtraction facts for sums equal to 10
- solving and creating word problems

#### You'll need

- Baseline Assessment, pages 1-4 (Blacklines NC 0.A – 0.D, run 1 copy of each sheet on a transparency; run a class set)
- Baseline Assessment Class Checklist (Blackline NC 0.E, run as needed)

We recommend that you administer this assessment within the first two weeks of school to get a sense of students' comfort level with key concepts and skills taught in first grade. This assessment may also prove useful if you don't already have your own school or district instrument to use in gauging the skill level of your incoming second graders.

#### Baseline Assessment, Part 1: page 1

The first page is a set of 20 addition facts and a set of 20 subtraction facts. We recommend that you conduct this part of the assessment as a timed test to get a sense of children's fluency with basic facts to 10. After you have distributed a copy of the sheet to each student, look it over with the class. Explain that you are going to give them 2 minutes to complete as many of the addition facts as they can. Then you will take a break and give them 2 minutes to complete as many of the subtraction facts as they can. After that, you will give them more time to finish any of the addition and subtraction combinations they didn't get to the first time around.

When the students understand what is going to happen, start the 2-minute timing for the addition section. At the end of 2 minutes, give students a calm and quiet signal to stop, and ask them to draw a vertical line on their paper directly after the last addition problem they completed, so you can see how many they finished in the given time. Model this at

the board, if necessary. Remind them that they will have time to complete any problems they didn't finish in a few minutes.

Before you have the class start the subtraction section, take a minute or two to be certain children understand these are subtraction, not addition combinations. Do a couple of simple subtraction problems on the board with the class as a warm-up before you begin the 2-minute timing.

Blackline NC 0.A						
NAME _____			DATE _____			
<b>Baseline Assessment</b> page 1 of 5						
1 Add						
$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$
6 + 4 = _____		1 + 9 = _____		5 + 5 = _____		
7 + 2 = _____		5 + 4 = _____		8 + 0 = _____		
2 Subtract						
$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ -3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ -7 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$
9 - 3 = _____		7 - 5 = _____		10 - 8 = _____		
7 - 1 = _____		9 - 4 = _____		7 - 4 = _____		

When you have finished the 2-minute timing for the subtraction section, ask students to draw a vertical line on their paper directly after the last subtraction problem they completed, so you can see how many they finished in the given time. Next, give students another 10 minutes or so to complete any remaining addition and/or subtraction combinations. Then collect the papers, and reassure students that if they didn't finish all the combinations, or found some of them difficult, they'll have many opportunities this year to develop more speed and proficiency.

### Baseline Assessment, Part 2: pages 2–4

At the start Number Corner the second day of testing, distribute copies of pages 2–4 to students. Give them a minute to look through the pages and examine the tasks. Then place page 2 on display at the overhead, and direct students' attention to the problem at the top of the page, marked with a light bulb. Explain that this is a practice problem, and you will all work together to solve it. Then work with input from the class to count forward by 1's and fill in the numbers that are missing from the sequence.



Blackline NC 0.D

NAME \_\_\_\_\_ DATE \_\_\_\_\_

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7. Draw a picture and write a word problem to match the equation.

$$9 - 4 = 5$$

8. Solve the problem. Show your work with numbers, pictures, and/or words. Write the answer on the line.

Maria had 3 flowers. Her mom gave her some more flowers. Now Maria has 11 flowers. How many flowers did Maria's mom give her?

Maria's mom gave her \_\_\_\_\_ flowers.

© The Math Learning Center Grade 2 Number Corner

You can use the checklist shown on the next page (Blackline NC 0.E) to compile assessment results and get an overview of students' strengths, as well as areas in which they will need more work.

Although you will provide additional instruction in basic facts, counting, and word problems in the coming months, most of the skills on this assessment are typical of year-end expectations for first graders. If some of your students score less than half the points possible, you may want to refer to the support suggestions on the checklist to provide them with extra help in skills with which they may be struggling. Too, students who score less than a quarter of the possible points may be candidates for special services.

Blackline NC O.E Grade 2 Number Corner Baseline Assessment Class Checklist			Students' Names					
Item	Points Possible	Support						
1 Quickly recalls addition facts for sums equal to 10 4, 8, 4, 6, 9, 10, 6 5, 7, 10, 7, 9, 8, 8 10, 10, 10 9, 9, 8	20 pts possible (1 pt for each correct answer entered during a 2-minute timing. Award 1/2 point for each correct answer entered after the 2-minute timing.)	<b>Support</b> G1 Practice Workbook, pages 7, 12, 14, 15, 17, 18, 31, 32, 34, 35, 38, 40, 53, 54, 56 G1 Student Support 3C (NC Vol. 1, pg. 122) G1 Bridges, Unit 4: Travel Games						
2 Quickly recalls related subtraction facts for sums to 10 5, 3, 3, 5, 1, 0, 1      2, 2, 4, 3, 7, 2, 1 6, 2, 2                      6, 5, 3	20 pts possible (see Item 1 for scoring description)							
3a Counts by ones forward from 1 to 100 17, 19, 20, 21 90, 91, 93	7 pts (1/2 pt for each correct response; 1/2 for each number written without any reversals)	<b>Support</b> G1 Student Support 7A (NC Vol. 2, pgs. 298–300) G1 Student Support 8B & 8C (NC Vol. 2, pgs. 349–351) G1 Student Support 10C & 10D (NC Vol. 2, pgs. 430–431) G1 Supplement Set A1, Numbers to 120, Activities 2 and 4 G1 Supplement Set A5, Place Value, Activities 1, 2 & 3 G1 Practice Book, pages 1, 2, 3, 9, 11, 16, 19, 20, 23, 27, 30, 33, 36, 42, 43, 46, 48, 70						
3b Counts by ones backward from 100 21, 20, 19 99, 97, 94	6 pts (see Item 3a for scoring description)							
3c Counts by twos forward from 1 to 100 6, 10, 14 86, 88, 92	6 pts (see Item 3a for scoring description)							
3d Counts by fives forward from 1 to 100 15, 25, 30 75, 80, 90, 100	7 pts (see Item 3a for scoring description)							
4 Compares numbers to 100 (identifies the number in each pair that is more) 48, 51, 72	3 pts (1 pt for each correct response)							
5 Compares numbers to 100 (identifies the number in each pair that is less) 24, 36, 18	3 pts (1 pt for each correct response)							
6 Orders numbers to 100 18, 25, 36, 65, 79, 81	6 pts (1/2 pt for each number placed on the correct line in the sequence; 1/2 for each number written without any reversals)							
7 Draws a picture and writes a word problem to match $9 - 4 = 5$	2 pts (1 pt for a picture that matches the equation; 1 pt for a written story problem, that matches the equation.)	<b>Support</b> G1 Supplement Set A3, Addition & Subtraction on the Number Line, Activities 1 and 2 G1 Supplement Set B1, Properties & Relationships, Activities 1–3, Ind. WS 1–3 Bridges Practice Workbook, pages 4, 5, 8, 9, 20, 25, 26, 44, 45, 47, 62–64, 69, 70, 71, 72						
8 Solves a word problem that involves finding the missing addend (Answer: 8)	2 pts (1 pt for showing work; 1 pt for the correct answer)							
<b>Total Score/Level of Proficiency*</b>	<b>82 pts</b>							

\* Meeting Standard: 82 – 82 points (75–100% correct)  
Strategic: 21 – 40 points (25–49% correct)

Approaching Standard: 41 – 61 points (50–74% correct)  
Intensive: 20 points or fewer (24% or less correct)

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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## 1. Add

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ +8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ +3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ +4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$$

$6 + 4 = \underline{\quad}$

$1 + 9 = \underline{\quad}$

$5 + 5 = \underline{\quad}$

$7 + 2 = \underline{\quad}$

$5 + 4 = \underline{\quad}$

$8 + 0 = \underline{\quad}$

## 2. Subtract

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -8 \\ \hline \end{array}$$

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$$\begin{array}{r} 2 \\ -1 \\ \hline \end{array}$$

$9 - 3 = \underline{\quad}$

$7 - 5 = \underline{\quad}$

$10 - 8 = \underline{\quad}$

$7 - 1 = \underline{\quad}$

$9 - 4 = \underline{\quad}$

$7 - 4 = \underline{\quad}$

NAME \_\_\_\_\_ DATE \_\_\_\_\_

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## 3. Counting Patterns



Practice 5, 6, 7, \_\_\_\_\_, \_\_\_\_\_, 10, \_\_\_\_\_, \_\_\_\_\_

a. **Count forward** to fill in the missing numbers.

15, 16, \_\_\_\_\_, 18, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



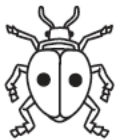
88, 89, \_\_\_\_\_, \_\_\_\_\_, 92, \_\_\_\_\_, 94

b. **Count backward** to fill in the missing numbers.

25, 24, 23, 22, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



100, \_\_\_\_\_, 98, \_\_\_\_\_, 96, 95, \_\_\_\_\_

c. **Count by 2's** to fill in the missing numbers.

2, 4, \_\_\_\_\_, 8, \_\_\_\_\_, 12, \_\_\_\_\_




80, 82, 84, \_\_\_\_\_, \_\_\_\_\_, 90, \_\_\_\_\_

NAME \_\_\_\_\_ DATE \_\_\_\_\_

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## 3. Counting Patterns, continued

d **Count by 5's** to fill in the missing numbers.
 5, 10, \_\_\_\_\_, 20, \_\_\_\_\_, \_\_\_\_\_, 35

 65, 70, \_\_\_\_\_, \_\_\_\_\_, 85, \_\_\_\_\_, 95, \_\_\_\_\_
4. Circle the number in each pair that is **more**.

a.



48    36

b.

51    15

c.

27    72

5. Circle the number in each pair that is **less**.

a.



24    73

b.

63    36

c.

81    18

6. These numbers are mixed up! Write them **from least to most** on the lines below.**Practice**

34

19

43

6

\_\_\_\_\_

least

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

most



65

18

79

81

36

25

\_\_\_\_\_

least

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

most

NAME \_\_\_\_\_

DATE \_\_\_\_\_

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7. Draw a picture and write a word problem to match the equation.

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