

Title I Inventories

These inventories were compiled in Title I several years ago as a measuring tool to show growth. These inventories were designed with the intention that each grade level test be given at the beginning of the year as a pretest for concepts to be acquired during the year. **When given as a pretest it is essential that students understand that they are not expected to know most of the material. Tell the students to merely peruse the inventory to see if there are any questions they feel they would like to attempt.** Explain to the students that these same tests will be given again at the end of the year to show how much they have learned. Every box is aligned to one or more of the ASD Performance Standards for the particular grade level.

In the past few years non-Title schools have requested these inventories. As well as a measure of growth, these inventories have been used to guide instruction by identifying gaps in a student's mathematical understanding. To use it for this purpose, teachers have been giving the inventories from **previous grade levels**.

In this packet you will find: the inventories, the answer sheets for the inventories, the alignments to the ASD Performance Standards, and the grade level ASD Performance Standards. Also included is a grid on which a teacher may record the correct and incorrect answers for each question.

Math Inventory Assessment Administration

Grade 1

- Inventories may take about 1 hour to administer.
- You may choose to administer them one page at time.
- You may read the problem if it does not include “reading a number correctly”.
- You should not use any other questioning strategies.
- Please do not define any terms.
- Manipulatives should be provided.
- The inventories may be copied on overheads and read item by item to the whole class. This is particularly important in the primary grades but may extend to the intermediate grades, as needed.
- Teachers should score the inventories and correlate them to the standards so that they can focus their future instruction more precisely. A tally sheet is provided to help you highlight patterns across the class.
- *To guide instruction, use the previous grade’s inventory in the fall.* Some teachers administer grade level inventories in January, as well as in September and April; this can aid in keeping instruction focused upon the children’s needs.
- *To show growth, use the current grade level inventory in the fall and the spring.*

Grade 1 Math Inventory

Name _____

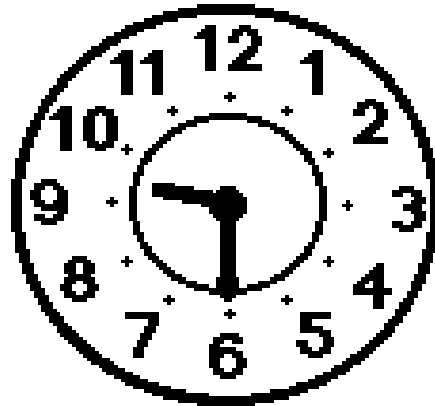
Date _____

Teacher _____

1. Put these in order.
Start with the smallest
number.

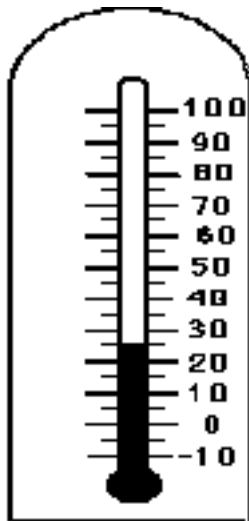
98 89 88 79 97

2. The Time is

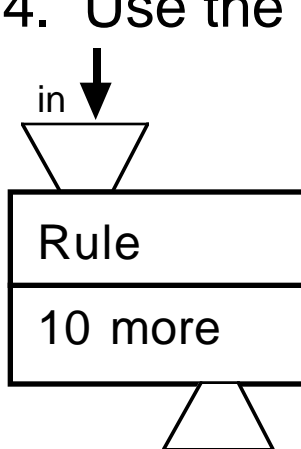


3. Write the
temperature

_____ ° F



4. Use the rule.



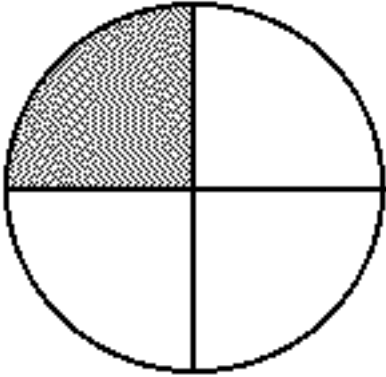
in	out
10	
6	
13	
21	

5. Continue skip counting this number pattern.

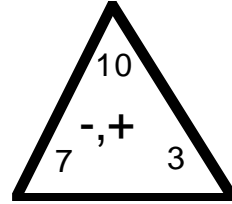
8 , 10 , 12 , _____ , _____ , ...

Grade 1 Math Inventory page2

6. Write the fraction that is shaded.



7. Write the fact family.



_____ + _____ = _____
 _____ + _____ = _____
 _____ - _____ = _____
 _____ - _____ = _____

8. Jenny had 17¢. Tommy has 11¢. How much more does Jenny have than Tommy?

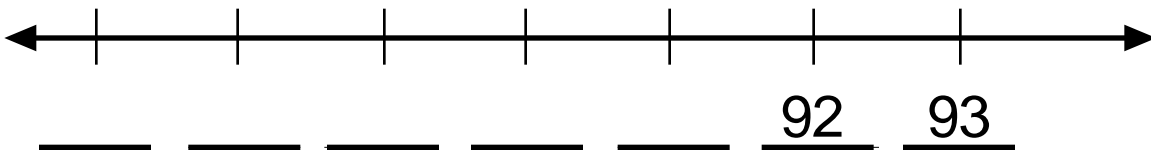
_____ ¢

How did you do it?

9. Use (Q)'s, (D)'s,
(N)'s and (P)'s.

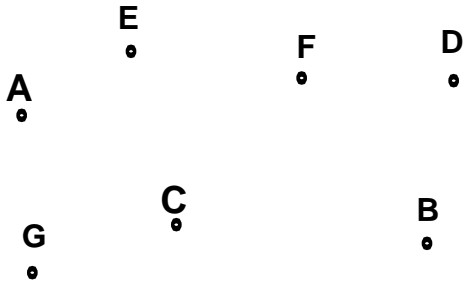
Show two different ways to make one dollar.

10. Fill in the blanks.

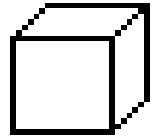
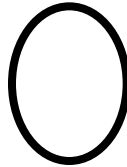


Grade 1 Math Inventory

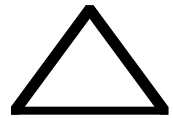
11. Draw 2 line segments \overline{AB} and \overline{CD} .



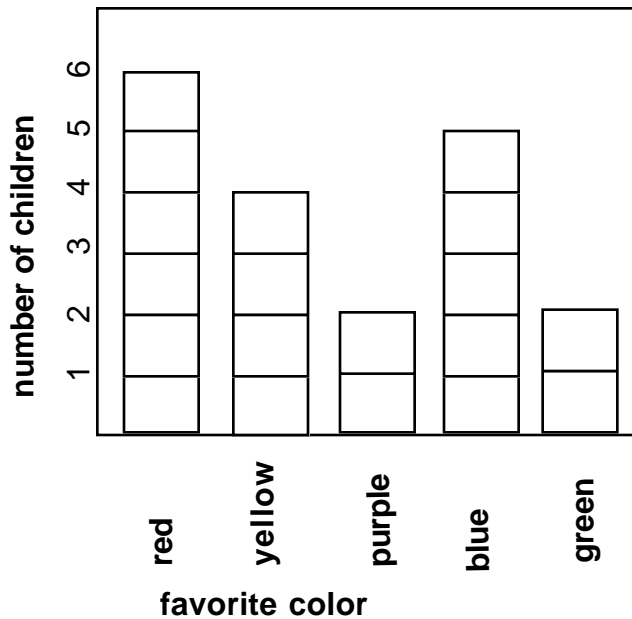
12. Draw lines to match the picture to the name.



Hexagon
Triangle
Cube
Oval



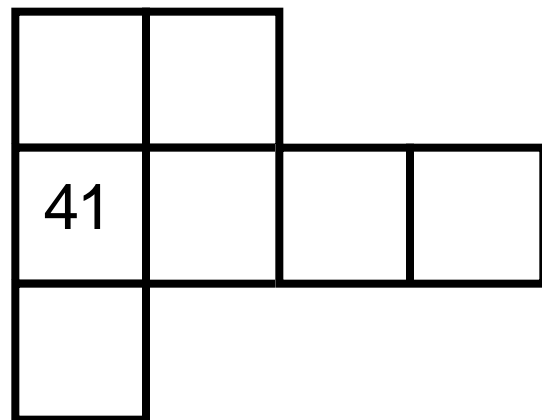
13. This graph tells the favorite colors for a class of children.



a. What color do most children like?

b. What color do four children like?

14. Complete the grid piece.



15. Fill in the blanks.

Thursday, _____, Saturday, _____

First Grade Math Inventory Answer Key

1. 79, 88, 89, 97, 98
2. 9:30
3. 25 degrees centigrade
4. 20, 16, 23, 31
5. 14, 16
6. $\frac{1}{4}$
7. $7+3=10$; $3+7=10$; $10-3=7$; $10-7=3$
($\frac{1}{2}$ point for either 2 correct addition or subtraction facts)
8. 6 cents and strategy explanation; eg. $17-11=6$ or counted on from 11 and got 6 ($\frac{1}{2}$ point for correct answer and $\frac{1}{2}$ point for strategy)
9. Any combination of quarters, dimes, nickels and pennies to show \$1.00. ($\frac{1}{2}$ point for each correct answer)
10. 87, 88, 89, 90, 91
11. Segments AB and CD drawn correctly ($\frac{1}{2}$ pt. for each)
12. $\frac{1}{2}$ point for any 2 correctly matched
13. Red ($\frac{1}{2}$ point) Yellow ($\frac{1}{2}$ point)
14. 31 32
41 42 43 44 (all must be correct for point; or any 3 correct
51 for $\frac{1}{2}$ point)
15. Thursday, Friday, Saturday, Sunday (both must be correct for point)

