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# Number Sense & Numeration



1) Place Value

2) Counting Mini Assessments:

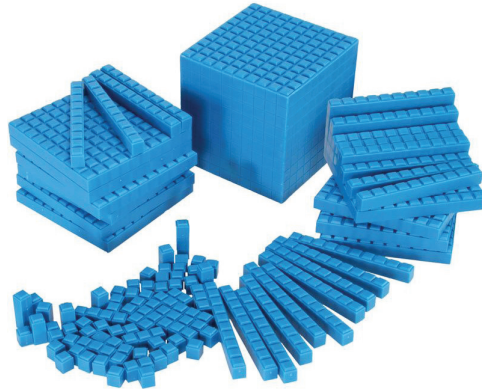
- a) 1-1 correspondence
- b) counting by 1's to 100
- c) counting by 2's to 100
- d) counting by 5's to 100
- e) counting by 10's to 100
- f) counting backwards from 20 by 1's, 2's, 5's

3) Money

4) Addition & Subtraction to 10

# Grade 1 Place Value Test

Name: \_\_\_\_\_

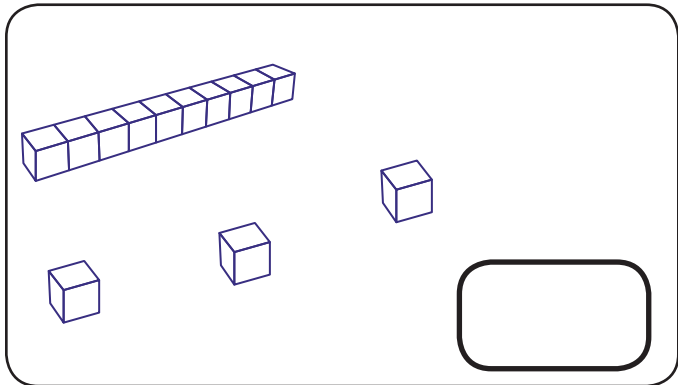


Success Criteria	Level 1	Level 2	Level 3	Level 4
<b>Part A</b> <b>Understanding</b> -I can count base 10 blocks to see what 2 digit number is represented. -I can draw base 10 blocks to represent a 2-digit number. -I can compare numbers (< > =)	Demonstrates a limited understanding of concepts. Major errors.	Demonstrates some understanding of concepts – several errors.	Demonstrates an understanding of concepts. Few errors.	Demonstrates a thorough understanding of concepts. No errors.
<b>Part B</b> <b>Problem Solving</b> -I can represent 2-digit numbers in different ways.	Demonstrates limited problem solving skills – major errors.	Demonstrates some problem solving skills but has several errors.	Demonstrates problem-solving skills – Few errors / some information missing.	Demonstrates effective problem-solving skills. No errors.
<b>Part C</b> <b>Communication</b> -I can use math language correctly.	Student has difficulty explaining their mathematical thinking.	Student can describe their mathematical thinking. Some information may be missing or unclear.	Student can effectively describe their mathematical thinking using some math terms correctly.	Student can effectively describe their mathematical thinking using math terms.
<b>Part D</b> <b>Application</b> -I can apply what I have learned to a new context.	Applies knowledge & skills learned with major errors.	Applies knowledge & skills learned with several errors.	Applies knowledge & skills learned with few errors.	Applies knowledge & skills learned with no errors.

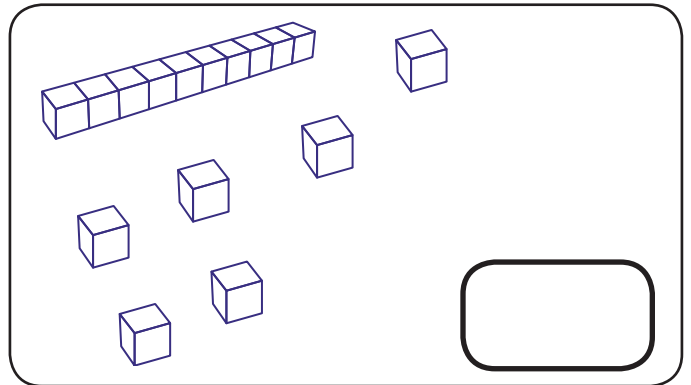
Name: \_\_\_\_\_

## Part A - Understanding

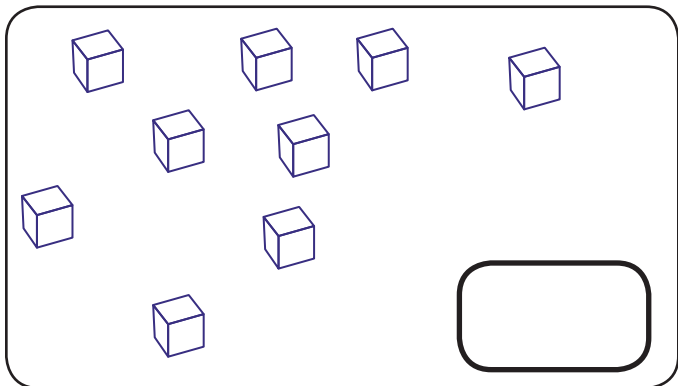
1. Count to find each number.



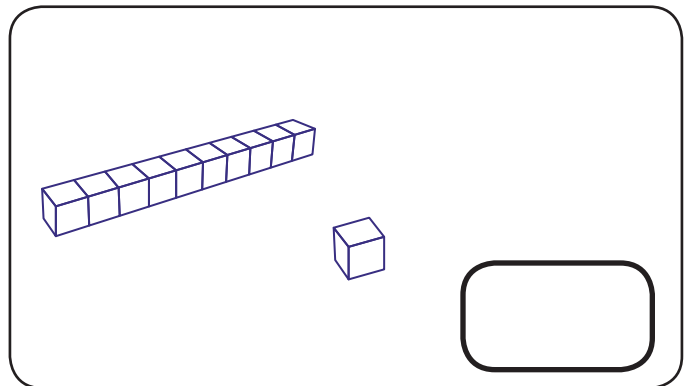
10 connected cubes, 3 individual cubes, and an empty rounded rectangle for the answer.



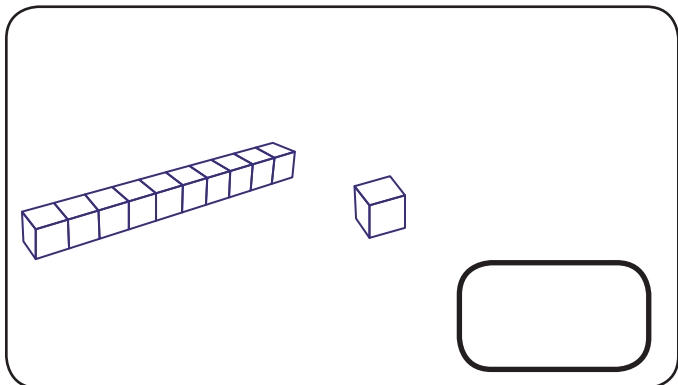
10 connected cubes, 6 individual cubes, and an empty rounded rectangle for the answer.



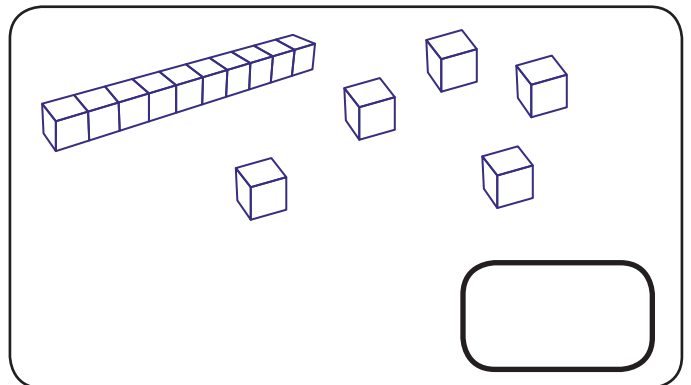
10 individual cubes, and an empty rounded rectangle for the answer.



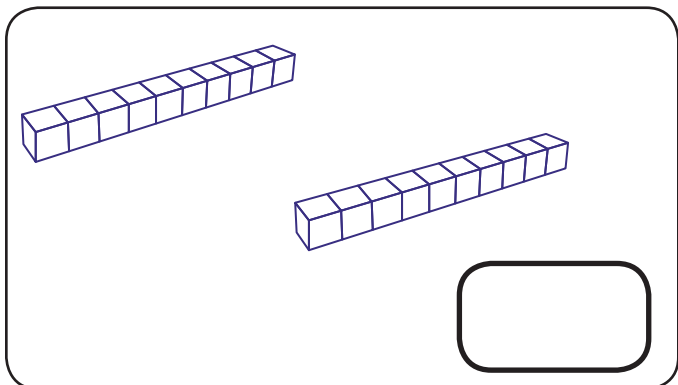
10 connected cubes, 1 individual cube, and an empty rounded rectangle for the answer.



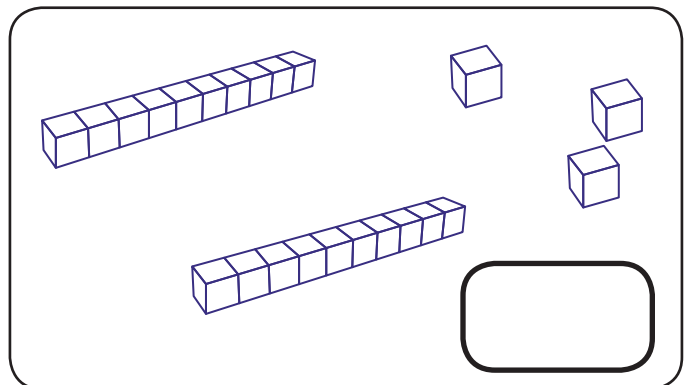
10 connected cubes, 1 individual cube, and an empty rounded rectangle for the answer.



10 connected cubes, 5 individual cubes, and an empty rounded rectangle for the answer.



Two horizontal rows of 10 connected cubes each, and an empty rounded rectangle for the answer.



Two horizontal rows of 10 connected cubes each, 3 individual cubes, and an empty rounded rectangle for the answer.

2. Draw to represent each number using base ten blocks.

<b>19</b>	<b>15</b>
<b>7</b>	<b>13</b>
<b>25</b>	<b>32</b>

3. Use  $>$ ,  $<$  or  $=$  to make each statement true.

a)  $14$  \_\_\_\_\_  $18$

b)  $12$  \_\_\_\_\_  $12$

c)  $19$  \_\_\_\_\_  $13$

d)  $23$  \_\_\_\_\_  $13$

e)  $11$  \_\_\_\_\_  $15$

f)  $2 + 2$  \_\_\_\_\_  $4$

4. Order the numbers in the box from **least** to **greatest**.

10    17    15    13

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. Order the numbers in the box from **greatest** to **least**.

13    19    16    22

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

6. What is the value of each underlined digit?

tens      ones

a) 17 \_\_\_\_\_

b) 14 \_\_\_\_\_

c) 8 \_\_\_\_\_

## Part B - Thinking

1. Draw each number 2 different ways.

1st way	16	2nd way
_____ tens + _____ ones		_____ tens + _____ ones
_____ + _____		_____ + _____

1st way	12	2nd way
_____ tens + _____ ones		_____ tens + _____ ones
_____ + _____		_____ + _____

1st way	23	2nd way
_____ tens + _____ ones		_____ tens + _____ ones
_____ + _____		_____ + _____

2. Use the number chart to help you solve.

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

a) I am less than 14 but greater than 12. What number am I?

\_\_\_\_\_

b) I am greater than 3 but less than 6. What numbers am I?

\_\_\_\_\_, \_\_\_\_\_

c) I have a 6 in the ones place. What numbers am I?

\_\_\_\_\_, \_\_\_\_\_

d) I have 2 tens. What number am I? \_\_\_\_\_



## Part C – Communication

1. Complete each number sentence using the correct symbol. Then explain your thinking.

<	>	=
is less than	is greater than	is equal to

a) 15 \_\_\_\_\_ 12

15 \_\_\_\_\_ 12

How do you know?

---



---

b) 13 \_\_\_\_\_ 13

13 \_\_\_\_\_ 13

How do you know?

---



---

c) 12 \_\_\_\_\_ 16

12 \_\_\_\_\_ 16

How do you know?

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Name: \_\_\_\_\_

## Part D - Application

1. Fill in the blanks to make each true.

a) \_\_\_\_\_ > 16

b) 13 > \_\_\_\_\_

c) 14 < \_\_\_\_\_

d) 17 = \_\_\_\_\_

e) \_\_\_\_\_ < 16

f) 2 + 2 < \_\_\_\_\_

2. Fill in the blanks to make each true. You may use your hundreds chart.

a) 13 < 14 < \_\_\_\_\_ < 16

b) 17 > 15 > 12 > \_\_\_\_\_

c) 14 < \_\_\_\_\_ < 18 < 19

d) 19 > 17 > \_\_\_\_\_ > 12