IU-IMI Assessments  
on  
Indiana Academic Standards  
for Grade 1 Mathematics

1. These tests have been generated from problems in the Classroom Assessments on the Indiana Academic Standards Resources CD. (See also http://www.indianastandardsresources.org/) When no problems were already written, the sample items in the Indiana Academic Standards for Mathematics – Teacher’s Edition were used. A few problems were created when neither resource was sufficient.

2. The test may be photocopied back to back with two problems on each standard. You may also run only the fronts (1A, 2A, …) to have one problem for each standard, or only the backs (1B, 2B, …). That way you have two very similar tests that may be used for pre- and post-test.

3. There are approximately ten standards on each test, even though the test may cover more (or less) than one Everyday Math unit. This is to keep it approximately the same length as an ISTEP+ Applied Skills test.

4. In the Teacher’s Answer Key for the IU-IMI Assessments, answers are shown as they exist in the Academic Resources, and each standard is identified.

5. Any standards that are taught throughout the book and have no specific Everyday Math lesson assigned to them are also tested in the last Unit test.

6. The final test for each grade contains the questions in the Problem Solving section of the Academic Resources. All or any of it may be used at any time appropriate during the school year.

7. There is a blank page that prints behind each Unit Test cover sheet (except after Test One) to allow for correct duplication of the entire document. You may have to insert other blank pages if you photocopy the document as pretest and posttest.

For questions or comments, contact Donna McLeish at mcleishhm@aol.com.

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Grade 1

Test One

Indiana Academic Standards
Everyday Mathematics Unit 1
1A
Write the number that is one less than 34.

_______

2A
Write the number that is one less than 93.

_______

3A
Write the number that is one more than 67.

_______

4A
Write the number that is one more than 88.

_______

5A
Write the numbers below from smallest to largest.
3, 8, 1, 4

_______    _______    _______    _______
1B
Write the number that is one less than 76.

_______

2B
Write the number that is one less than 89.

_______

3B
Write the number that is one more than 47.

_______

4B
Write the number that is one more than 63.

_______

5B
Write the numbers below from smallest to largest.
9, 2, 7, 5

__________  __________  __________  __________
Grade 1

Test Two

Indiana Academic Standards
Everyday Math Unit 2
Lesson 2.10
1A
Write the amount of money on the line.

__________________________

2A
Write the amount of money on the line.

__________________________

3A
Caleb wants to buy a toy that costs 37 cents.
Circle the coins he could use:
1B
Write the amount of money on the line.

2B
Write the amount of money on the line.

3B
Jane wants to buy bubble gum that costs 43 cents. Circle the coins she could use:
Grade 1

Test Three

Indiana Academic Standards
Everyday Math Unit 2
Lessons 2.11 and 2.12
1A

Circle the sign that tells you to add.

\[
+ 
\quad = 
\quad -
\]

2A

You have 3 red pencils and 5 blue pencils. How many pencils do you have in all? Write the addition problem.

\[
_____ \quad + \quad _____ = \quad _____
\]

3A

You have 2 black cats and 4 yellow cats. How many cats do you have in all? Write the addition problem.

\[
_____ \quad + \quad _____ = \quad _____
\]
1B

Circle the sign that tells you to add.

[网首页]

2B

You have 7 green balls and 2 blue balls. How many balls do you have in all? Write the addition problem.

_______ + _______ = _______

3B

You have 3 black dogs and 1 brown dog. How many dogs do you have in all? Write the addition problem.

_______ + _______ = _______
4A
Circle the sign that tells you to subtract.

+ = –

5A
Bob has 8 erasers. He gives 2 to Jill. How many erasers does Bob have left? Write the subtraction problem.

_______ – _______ = _______

6A
Jane has 17 markers. Joe needs to use 9 of them. How many markers does Jane have left? Write the subtraction problem.

_______ – _______ = _______
4B

Circle the sign that tells you to subtract.

5B

Kim has 6 apples. She gives 3 to Jim. How many apples does Kim have left? Write the subtraction problem.

6B

Bill has 15 crayons. Sarah needs to use 8 of them. How many crayons does Bill have left? Write the subtraction problem.
Grade 1

Test Four

Indiana Academic Standards
Everyday Math Unit 3
1A
Write the next number in this pattern:

2, 5, 8, 11, _____

2A
Write the next number in this pattern:

4, 6, 8, 10, _____

3A
Write the time shown on the clock.

4A
Write the time shown on the clock.
1B
Write the next number in this pattern:

1, 5, 9, 13, _____

2B
Write the next number in this pattern:

3, 5, 7, 9, _____

3B
Write the time shown on the clock.

4B
Write the time shown on the clock.
5A

Do you eat dinner before you go to school or after you get home from school? Circle the correct answer.

before

after

6A

Are you awake longer on a school day before school or after school? Circle the correct answer.

before

after

7A

Write two different addition problems with a sum of 12.

_______ + _______ = ______ 12

_______ + _______ = ______ 12
5B

Do you eat breakfast *before* you go to school or *after* you get home from school? Circle the correct answer.

before          after

6B

Is the amount of time it takes you to get to school *shorter* or *longer* than the amount of time you are in school? Circle the correct answer.

shorter         longer

7B

Write two different addition problems with a sum of 10.

_____  +  _____  =  10

_____  +  _____  =  10
Grade 1

Test Five

Indiana Academic Standards
Everyday Math Unit 4
1A  
Write the number in figures:

   fifty-three

2A  
Write the number in figures:

   eighty-one

3A  
Count the faces. Write the number of faces on the line below.

   ___________ smiley faces
1B
Write the number in figures:

forty-seven ____________

2B
Write the number in figures:

ninety-five ____________

3B
Count the faces. Write the number of faces on the line below.

__________ smiley faces
Use the pictures of animals in the zoo to answer Questions 4 through 8.

4. The zoo has the largest number of which animal? Circle the correct answer.

5. The zoo has the smallest number of which animal? Circle the correct answer.

6. The zoo has the same number of which two animals? Circle the correct answer.

7. How many more zebras are there than monkeys?

8. How many more bears are there than lions?
Use the pictures of toys at the store to answer Questions 4 through 8.

|   | The store has the largest number of which toy? 
|---|Circle the correct answer. |
| 4 | ![Basketball](basketball.png)  ![Toy](toy.png)  ![Wagon](wagon.png)  ![Car](car.png)  ![Block](block.png) |

|   | The store has the smallest number of which toy? 
|---|Circle the correct answer. |
| 5 | ![Basketball](basketball.png)  ![Toy](toy.png)  ![Wagon](wagon.png)  ![Car](car.png)  ![Block](block.png) |

|   | The store has the same number of which two toys? 
|---|Circle the correct answer. |
| 6 | ![Basketball](basketball.png)  ![Toy](toy.png)  ![Wagon](wagon.png)  ![Car](car.png)  ![Block](block.png) |

<table>
<thead>
<tr>
<th></th>
<th>How many more balls are there than wagons?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>How many more cars are there than dolls?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>________________</td>
</tr>
</tbody>
</table>
Grade 1

Test Six

Indiana Academic Standards
Everyday Math Unit 5
1A
Write the number of tens and the number of ones.

56    _______ tens    _______ ones

2A
Write the number of tens and the number of ones.

73    _______ tens    _______ ones

3A
Draw circles around groups of tens. Write the number of tens and the number of ones on the lines.

_______ tens    _______ ones

4A

Draw a circle around the picture of the person who is third in line from the left.

Place an “X” on the picture of the person who is tenth in line from the left.
1B
Write the number of tens and the number of ones.

29  _______ tens  _______ ones

2B
Write the number of tens and the number of ones.

87  _______ tens  _______ ones

3B
Draw circles around groups of tens. Write the number of tens and the number of ones on the lines.

_____  tens  _____  ones

4B
Tess  Joe  Sue  Liz  Dion  Isaac  Sam  Jade  Mara  Todd

Draw a circle around the picture of the person who is first in line from the left.

Place an “X” on the picture of the person who is fifth in line from the left.
5A

The dog has 3 blue collars and 4 red collars. How many collars does the dog have in all? Write the number sentence:

______________________________

6A

11 birds are in the tree. 7 flew away. How many birds are left in the tree? Write the number sentence:

______________________________

7A

Draw a picture for a problem that can be solved by using the number sentence 9 + 7 = 16.

. .
5B

The man has 5 blue shirts and 6 white shirts. How many shirts does the man have in all? Write the number sentence:

________________________

6B

15 children are playing. 7 go home. How many children are left? Write the number sentence:

________________________

7B

Draw a picture for a problem that can be solved by using the number sentence $8 + 5 = 13$. 

. 
8A

Draw a picture for a problem that can be solved by using the number sentence $13 - 8 = 5$.

9A

\[
\begin{array}{c}
0 \\
+ 8 \\
\hline
\end{array}
\]

10A

\[
\begin{array}{c}
9 \\
+ 0 \\
\hline
\end{array}
\]

11A

\[
\begin{array}{c}
9 \\
- 0 \\
\hline
\end{array}
\]

12A

\[
\begin{array}{c}
10 \\
- 0 \\
\hline
\end{array}
\]
8B

Draw a picture for a problem that can be solved by using the number sentence 17 \(-\) 11 = 6.

9B

\[
\begin{array}{c}
0 \\
+ 7 \\
\hline
\end{array}
\]

10B

\[
\begin{array}{c}
4 \\
+ 0 \\
\hline
\end{array}
\]

11B

\[
\begin{array}{c}
7 \\
- 0 \\
\hline
\end{array}
\]

12B

\[
\begin{array}{c}
12 \\
- 0 \\
\hline
\end{array}
\]
Grade 1

Test Seven

Indiana Academic Standards
Everyday Math Unit 6
1A      2A   3A      4A
3        5       9       15
\[ + 2 \quad +9 \quad -7 \quad -8 \]

5A
Write four different addition and subtraction facts using the numbers 4, 6, and 10 once each in each fact.

\[
\begin{align*}
6 + \_ \ &= \_ \\
\_ - 6 \ &= \_
\end{align*}
\]

6A
Write four different addition and subtraction facts using the numbers 8, 9, and 17 once each in each fact.

\[
\begin{align*}
8 + \_ \ &= \_ \\
\_ - 9 \ &= \_
\end{align*}
\]
1B  2B  3B  4B

7 + 2 +3 - 4 -8  13

5B

Write four different addition and subtraction facts using the numbers 4, 5, and 9 once each in each fact.

5 + ___ = ___  ___ + ___ = 9
___ - 4 = ___  ___ - ___ = 4

6B

Write four different addition and subtraction facts using the numbers 4, 12, and 16 once each in each fact.

4 + ___ = ___  ___ + ___ = 16
___ - 12 = ___  16 - ___ = ___
Grade 1

Test Eight

Indiana Academic Standards
Everyday Math Unit 7
A

Use the shapes to answer Questions 1 and 2.

1. Color the circle red.

2. Color the rectangle blue.

3. Draw a square.

4. Draw a triangle.
Use the shapes to answer Questions 1 and 2.

1. Color the rectangle red.
2. Color the triangle blue.
3. Draw a square.
4. Draw a circle.
Follow your teacher’s directions to answer Questions 5 through 8.

5. Draw a blue circle to the left of the house.

6. Draw a green circle to the right of the house.

7. Draw a red circle under the house.

8. Draw an orange circle near the blue circle.
Follow your teacher’s directions to answer Questions 5 through 8.

5. Draw a blue circle under the house.

6. Draw a red circle to the left of the house.

7. Draw a purple circle next to the blue circle.

8. Draw an orange circle over the house.
Grade 1

Test Nine

Indiana Academic Standards
Everyday Math Units 8 and 9
1. Put an X on each object that is divided into pieces that are the same size.

2. Write the fraction for the shaded part of each shape.

3. What fraction of the toys are tractors?

4. What fraction of the toys are cars?
<table>
<thead>
<tr>
<th></th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Put an X on each object that is divided into pieces that are the same size.</td>
</tr>
<tr>
<td>2</td>
<td>Write the fraction for the shaded part of each shape.</td>
</tr>
<tr>
<td>3</td>
<td>Use the picture to answer the questions below.</td>
</tr>
</tbody>
</table>

**Question 1:**
What fraction of the fruit are bananas?

**Answer:**

**Question 2:**
What fraction of the fruit are apples?

**Answer:**
Grade 1

Problem Solving

Academic Standards Resources
Classroom Assessments
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Find the number that is 3 less than 22. Show your work.</td>
</tr>
<tr>
<td>2</td>
<td>Mary found 6 kittens. Rose found 7 kittens. How many kittens did they find all together? Show your work.</td>
</tr>
<tr>
<td>3</td>
<td>Cameron had 11 carrots. His brother ate 3 of them. How many carrots did Cameron have left? Show your work.</td>
</tr>
</tbody>
</table>
Find the number that is 3 less than 31. Show your work.

Todd has 8 baseball cards. His grandpa gives him 7 more. How many cards does he have all together? Show your work.

Susan has 19 oranges. She gives 10 of them to her friends. How many oranges does Susan have left? Show your work.
Draw one line to divide the square into two triangles.

Draw two lines to divide the square into four triangles.
<table>
<thead>
<tr>
<th>4</th>
<th>Draw one line to divide the rectangle into two triangles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Draw two lines to divide the rectangle into four triangles.</td>
</tr>
</tbody>
</table>
Teachers:

There are specific reading instructions for all the tests in this set. You may look up all of them in the Academic Standards Resources booklets or on the CD.

Only the directions for Test One and Problem Solving are included in this guide because they would have to be rewritten for each and every problem. That is because the tests in the Academic Standards Resources are written all for one standard, and these tests have the questions placed in a unit test matching Everyday Math lessons taught.

This is probably how you administer all your classroom assessments, so hopefully the one example for Problem Solving will be a sufficient example for all the tests.
Grade 1 Test One (A) Indiana Academic Standards
Everyday Math
Unit 1

TEACHER DIRECTIONS –
Directions: We are going to read through some questions together. You will answer the questions on your own paper.

1. Put your finger on the question marked 1A. Listen as I read the question.
   Write the number that is one less than 34.
   (Pause while students write their answers.)
2. Put your finger on the question marked 2A. Listen as I read the question.
   Write the number that is one less than 93.
   (Pause while students write their answers.)
3. Put your finger on the question marked 3A. Listen as I read the question.
   Write the number that is one more than 67.
   (Pause while students write their answers.)
4. Put your finger on the question marked 4A. Listen as I read the question.
   Write the number that is one more than 88.
   (Pause while students write their answers.)
5. Put your finger on the question marked 5A. Listen as I read the question.
   Write the numbers below from smallest to largest. The numbers are 3, 8, 1 and 4.
   (Pause while students write their answers.)

ANSWERS
1. 1.1.4  33
2. 1.1.4  92
3. 1.1.4  68
4. 1.1.4  89
5. 1.1.5  1, 3, 4, 8

Standard Indicator 1.4.5 has no assessment in the Indiana Academic Standards Resources.

Grade 1 Test One (B) Indiana Academic Standards
Everyday Math
Unit 1

TEACHER DIRECTIONS –
Directions: We are going to read through some questions together. You will answer the questions on your own paper.

1. Put your finger on the question marked 1B. Listen as I read the question.
   Write the number that is one less than 76.
   (Pause while students write their answers.)
2. Put your finger on the question marked 2B. Listen as I read the question.
   Write the number that is one less than 89.
   (Pause while students write their answers.)
3. Put your finger on the question marked 3B. Listen as I read the question.
   Write the number that is one more than 47.
   (Pause while students write their answers.)
4. Put your finger on the question marked 4B. Listen as I read the question.
   Write the number that is one more than 63.
   (Pause while students write their answers.)
5. Put your finger on the question marked 5B. Listen as I read the question.
   Write the numbers below from smallest to largest. The numbers are 9, 2, 7 and 5.
   (Pause while students write their answers.)
ANSWERS
1. 1.1.4 75
2. 1.1.4 88
3. 1.1.4 48
4. 1.1.4 64
5. 1.1.5 2,5,7,9

Grade 1
Test Two (A)
Indiana Academic Standards
Everyday Math Unit 2 Lesson 2.10

1. 1.5.7 17¢
2. 1.5.7 39¢
3. 1.5.7 Any one of the following:
   3 dimes, 1 nickel, 2 pennies
   2 dimes, 3 nickels, 2 pennies
   1 dime, 5 nickels, 2 pennies

Grade 1
Test Two (B)
Indiana Academic Standards
Everyday Math Unit 2 Lesson 2.10

1. 1.5.7 33¢
2. 1.5.7 39¢
3. 1.5.7 Any one of the following:
   4 dimes, 3 pennies
   3 dimes, 2 nickels, 3 pennies
   2 dimes, 4 nickels, 3 pennies
Grade 1
Test Three (A)
Indiana Academic Standards
Everyday Math Unit 2 Lessons 2.11 and 2.12

1. 1.2.5

2. 1.2.1  3 + 5 = 8
3. 1.2.1  2 + 4 = 6
4. 1.2.5

5. 1.2.2  8 – 2 = 6
6. 1.2.2  17 – 9 = 8

Grade 1
Test Three (B)
Indiana Academic Standards
Everyday Math Unit 2 Lessons 2.11 and 2.12

1. 1.2.5

2. 1.2.1  7 + 2 = 9
3. 1.2.1  3 + 1 = 4
4. 1.2.5

5. 1.2.2  6 – 3 = 3
6. 1.2.2  15 – 8 = 7
Grade 1
Test Four (A)
Indiana Academic Standards
Everyday Math Unit 3

1. \(1.3.4\) 14
2. \(1.3.4\) 12
3. \(1.5.6\) 8:00
4. \(1.5.6\) 3:30
5. \(1.5.6\) after
6. \(1.5.6\) after
7. \(1.2.3\)

Any two of:
12 + 0  5 + 7
11 + 1  4 + 8
10 + 2  3 + 9
9 + 3  2 + 10
8 + 4  1 + 11
7 + 5  0 + 12
6 + 6

Grade 1
Test Four (B)
Indiana Academic Standards
Everyday Math Unit 3

1. \(1.3.4\) 17
2. \(1.3.4\) 11
3. \(1.5.6\) 5:30
4. \(1.5.6\) 2:00
5. \(1.5.6\) before
6. \(1.5.6\) shorter
7. \(1.2.3\)

Any two of:
10 + 0  4 + 6
9 + 1  3 + 7
8 + 2  2 + 8
7 + 3  1 + 9
6 + 4  0 + 10
5 + 5
Grade 1
Test Five (A)
Indiana Academic Standards
Everyday Math Unit 4
Standard Indicators 1.5.1 – 1.5.5 are interactive. There are no assessments for them in the Academic Standards Resources.

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<tbody>
<tr>
<td>1.</td>
<td>1.1.1</td>
<td>53</td>
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<tr>
<td>2.</td>
<td>1.1.1</td>
<td>81</td>
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<tr>
<td>3.</td>
<td>1.1.1</td>
<td>26</td>
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<td>5.</td>
<td><img src="image2.png" alt="Images" /></td>
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<tr>
<td>6.</td>
<td><img src="image3.png" alt="Images" /></td>
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</tr>
<tr>
<td>7.</td>
<td>2</td>
<td>1.1.10</td>
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<tr>
<td>8.</td>
<td>1</td>
<td>1.1.10</td>
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Grade 1
Test Five (B)
Indiana Academic Standards
Everyday Math Unit 4

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<tbody>
<tr>
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<td>47</td>
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<tr>
<td>2.</td>
<td>1.1.1</td>
<td>95</td>
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<td>3.</td>
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<td>27</td>
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</tr>
<tr>
<td>7.</td>
<td>5</td>
<td>1.1.10</td>
</tr>
<tr>
<td>8.</td>
<td>3</td>
<td>1.1.10</td>
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</tbody>
</table>
Grade 1
Test Six (A)
Indiana Academic Standards
Everyday Math Unit 5

1. 1.1.3 5 tens, 6 ones
2. 1.1.3 7 tens, 3 ones
3. 1.1.2 Students should circle two groups of tens. 2 tens, 3 ones.
4. 
5. 1.3.1 3 + 4 = 7
6. 1.3.1 11 – 7 = 4
7. 1.3.2 Students should draw a picture of nine objects plus seven objects totaling 16 objects.
8. 1.3.2 Students should draw a picture of thirteen objects, subtracting or marking out eight objects, leaving five objects.
9. 1.2.6 8
10. 1.2.6 9
11. 1.2.6 9
12. 1.2.6 10

Standard Indicator 1.2.7 is tested along with 1.3.3 in the next unit.
Grade 1
Test Six (B)
Indiana Academic Standards
Everyday Math Unit 5

1. 1.1.3 2 tens, 9 ones
2. 1.1.3 8 tens, 7 ones
3. 1.1.2 Students should circle three groups of tens. 3 tens, 2 ones.
4. THE ANSWER PICTURE IN THE CURRICULUM RESOURCES IS INACCURATE. SUE IS THIRD FROM THE LEFT AND TODD IS TENTH FROM THE LEFT.

5. 1.3.1 5 + 6 = 11
6. 1.3.1 15 – 7 = 8
7. 1.3.2 Students should draw a picture of eight objects plus five objects totaling 13 objects.
8. 1.3.2 Students should draw a picture of 17 objects, subtracting or marking out 11, leaving six objects.
9. 1.2.6 7
10. 1.2.6 4
11. 1.2.6 7
12. 1.2.6 12

Standard Indicator 1.2.7 is tested along with 1.3.3 in the next unit.
Grade 1
Test Seven (A)
Indiana Academic Standards
Everyday Math Unit 6

1. $1.2.4$ 5
2. $1.2.4$ 14
3. $1.2.4$ 2
4. $1.2.4$ 7

<table>
<thead>
<tr>
<th></th>
<th>[6 + 4 = 10]</th>
<th>[4 + 6 = 10]</th>
<th>[10 − 6 = 4]</th>
<th>[10 − 4 = 6]</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
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<tr>
<th></th>
<th>[8 + 9 = 17]</th>
<th>[9 + 8 = 17]</th>
<th>[17 − 9 = 8]</th>
<th>[17 − 8 = 9]</th>
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<tr>
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1.3.3 (1.2.7)

Grade 1
Test Seven (B)
Indiana Academic Standards
Everyday Math Unit 6

1. $1.2.4$ 9
2. $1.2.4$ 11
3. $1.2.4$ 4
4. $1.2.4$ 5

<table>
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<th>[5 + 4 = 9]</th>
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<th>[9 − 4 = 5]</th>
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<tbody>
<tr>
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<th>[4 + 12 = 16]</th>
<th>[12 + 4 = 16]</th>
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1.3.3 (1.2.7)
# Grade 1
## Test Eight (A)
### Indiana Academic Standards
### Everyday Math Unit 7

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Answer</th>
<th>Standards Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students should have colored the circle red.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>2</td>
<td>Students should have colored the rectangle blue.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>3</td>
<td>Students should have drawn a square.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>4</td>
<td>Students should have drawn a triangle.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>5</td>
<td>Students should have drawn a blue circle to the left of the house.</td>
<td>1.4.6</td>
</tr>
<tr>
<td>6</td>
<td>Students should have drawn a green circle to the right of the house.</td>
<td>1.4.6</td>
</tr>
<tr>
<td>7</td>
<td>Students should have drawn a red circle under the house.</td>
<td>1.4.6</td>
</tr>
<tr>
<td>8</td>
<td>Students should have drawn an orange circle near the blue circle.</td>
<td>1.4.6</td>
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</table>

## Grade 1
## Test Eight (B)
### Indiana Academic Standards
### Everyday Math Unit 7

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Answer</th>
<th>Standards Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students should have colored the rectangle red.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>2</td>
<td>Students should have colored the triangle blue.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>3</td>
<td>Students should have drawn a square.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>4</td>
<td>Students should have drawn a circle.</td>
<td>1.4.1</td>
</tr>
<tr>
<td>5</td>
<td>Students should have drawn a blue circle under the house.</td>
<td>1.4.6</td>
</tr>
<tr>
<td>6</td>
<td>Students should have drawn a red circle to the left of the house.</td>
<td>1.4.6</td>
</tr>
<tr>
<td>7</td>
<td>Students should have drawn a purple circle next to the blue circle.</td>
<td>1.4.6</td>
</tr>
<tr>
<td>8</td>
<td>Students should have drawn an orange circle over the house.</td>
<td>1.4.6</td>
</tr>
</tbody>
</table>

Standards Indicators 1.4.2, 1.4.3, 1.4.4, and 1.4.7 are interactive and are not tested in the Indiana Academic Resources.
### Grade 1 Test Nine (A)
Indiana Academic Standards
Everyday Math Units 8 and 9

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><img src="image1" alt="Answer 1" /></td>
<td>1.1.7</td>
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<tr>
<td>2</td>
<td><img src="image2" alt="Answer 2" /></td>
<td>1.1.8</td>
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<tr>
<td>3</td>
<td><img src="image3" alt="Answer 3" /></td>
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### Grade 1 Test Nine (B)
Indiana Academic Standards
Everyday Math Units 8 and 9

<table>
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<tr>
<th>Item Number</th>
<th>Answer</th>
<th>Standards Indicator</th>
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<tr>
<td>3</td>
<td><img src="image6" alt="Answer 6" /></td>
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</tbody>
</table>

Grade 1 Answer Key
TEACHER DIRECTIONS – Problem Solving
Directions: We are going to read through some questions together. You will answer the questions on your own paper.

1. Put your finger on the number 1. Listen as I read the question. Find the number that is 3 less than 22.
   Show your work.

   (Pause while students write their answers.)

2. Put your finger on the number 2. Listen as I read the question. Mary found 6 kittens. Rose found 7 kittens. How many kittens did they find all together? Show your work.

   (Pause while students write their answers.)

3. Put your finger on the number 3. Listen as I read the question. Cameron had 11 carrots. His brother ate 3 of them. How many carrots did Cameron have left? Show your work.

   (Pause while students write their answers.)

   Now turn to the next page.

4. Put your finger on the number 4. Listen as I read the question. Draw one line to divide the square into two triangles.

   (Pause while students write their answers.)

5. Put your finger on the number 5. Listen as I read the question. Draw two lines to divide the square into four triangles.

   (Pause while students write their answers.)

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Answer</th>
<th>Standards Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
<td>1.6.1, 1.6.3, 1.6.4 (1.1.4)</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>1.6.3, 1.6.4 (1.2.1)</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>1.6.3, 1.6.4 (1.2.2)</td>
</tr>
<tr>
<td>4</td>
<td>*</td>
<td>1.6.1, 1.6.2 (1.4.1)</td>
</tr>
<tr>
<td>5</td>
<td>*</td>
<td>1.6.1, 1.6.2, 1.6.5 (1.4.1)</td>
</tr>
</tbody>
</table>

* Give credit for all valid answers.
1. Put your finger on the number 1. Listen as I read the question. Find the number that is 3 less than 31. Show your work.

(Pause while students write their answers.)

2. Put your finger on the number 2. Listen as I read the question. Todd has 8 baseball cards. His grandpa gives him 7 more. How many cards does he have all together? Show your work.

(Pause while students write their answers.)

3. Put your finger on the number 3. Listen as I read the question. Susan has 19 oranges. She gives 10 of them to her friends. How many oranges does Susan have left? Show your work.

(Pause while students write their answers.)

Now turn to the next page.

6. Put your finger on the number 4. Listen as I read the question. Draw one line to divide the rectangle into two triangles.

(Pause while students write their answers.)

7. Put your finger on the number 5. Listen as I read the question. Draw two lines to divide the rectangle into four triangles.

(Pause while students write their answers.)

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Answer</th>
<th>Standards Indicator</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>1.6.1, 1.6.3, 1.6.4 (1.1.4)</td>
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<tr>
<td>4</td>
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<tr>
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<td>1.6.1, 1.6.2, 1.6.5 (1.4.1)</td>
</tr>
</tbody>
</table>

* Give credit for all valid answers.