

# BEGINNING AND END OF THE YEAR MATH PRE/POST-TESTS

Item Analysis Data Sheet Student Name: \_\_\_\_\_  
1st Grade Beginning of the Year Pre-Test

Item Analysis Data Sheet Student Name: \_\_\_\_\_  
1st Grade Beginning of the Year Pre-Test

Questions	Number & Operations in Base Ten			
	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	1.NBT.1	X		/4
#2	1.NBT.1		X	
#3	1.NBT.2	X		
#4	1.NBT.2		X	
#5	1.NBT.3	X		
#6	1.NBT.3	X		
#7	1.NBT.3		X	
#8	1.NBT.4	X		
#9	1.NBT.4	X		
#10	1.NBT.4		X	
#11	1.NBT.4		X	
#12	1.NBT.5	X		



Track Student Data

7.) What number make the statement true?  
8.)  $35 + 27 =$  \_\_\_\_\_  
10.) Will you round the numbers? 62 \_\_\_\_\_  
11.) Frank had \_\_\_\_\_ stickers over the weekend. How many stickers did he have?  
12.) Solve.  
 $5 + 4 =$  \_\_\_\_\_  
13.) Rewrite the number 11 + \_\_\_\_\_  
14.) Select all that are true.  
  $3 + 2 = 5 -$   
  $9 - 3 = 6 +$   
  $10 - 1 = 7 +$   
  $12 + 2 = 14$   
15.) Solve.  
 $2 +$  \_\_\_\_\_  
16.) Marie had 3 more stickers than Mason. How many stickers did Marie have?  
17.) Write the number that is 10 more than 109.  
18.) Jessica is 92 inches tall. How many feet and inches is she?  
19.) Write the number that is 53 more than 20.  
20.) James has 6 cubes. How many cubes does he have?  
21.) Look at the blocks?  
22.) Use  $<$ ,  $>$ , or  $=$  to compare.  
23.) A classroom has 10 students sitting at desks. How many students are sitting at desks?  
24.) Circle the statement that is true.  
A.) I started with 10 and added 5 to get 15.  
B.) I started with 10 and subtracted 5 to get 5.  
C.) I started with 10 and added 5 to get 5.  
25.) You had 15 stickers. How many stickers do you have?  
26.)  $4 + 8 = 12$  so  $8 +$  \_\_\_\_\_  $= 12$   
27.)  $9 + 1 + 7$  can be rewritten as  $10 +$  \_\_\_\_\_  
28.) Circle the addition equation that will help you solve  $9 - 4$ .  
 $9 +$  \_\_\_\_\_  $= 4$      $4 + 9 =$  \_\_\_\_\_     $4 +$  \_\_\_\_\_  $= 9$



# Thank YOU!

This free resource includes a beginning of the year math pre-test, along with a matching end of the year post-test to track student's growth. Graphs are included for data tracking. These assessments include questions that target procedural and conceptual understanding. Graphs are included with information on whether each question assesses procedural and conceptual so you can easily target student needs. Pinpoint exactly what your students need with these assessments!

## CLIPART CREDIT:



# THANK YOU FOR YOUR PURCHASE!



TANYA YERO



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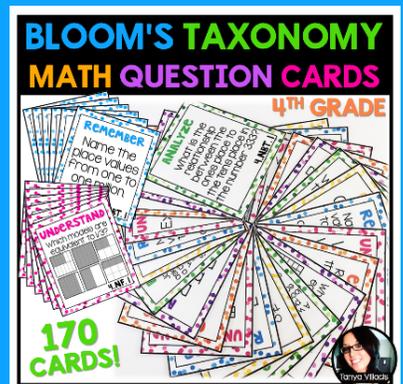
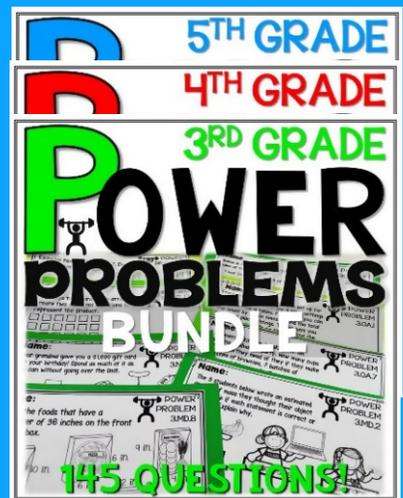
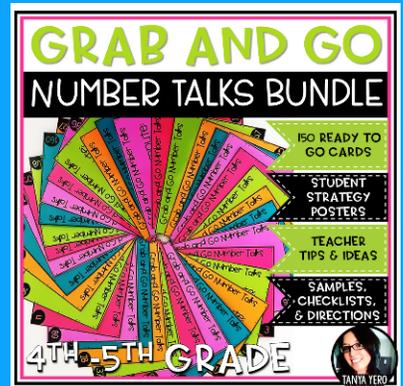
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- Quick check assessments for each standard
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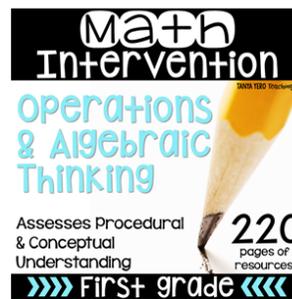
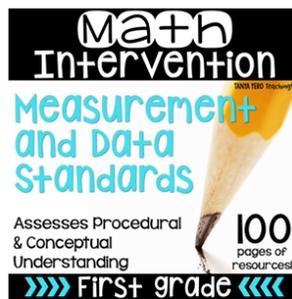
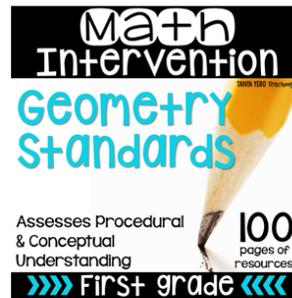
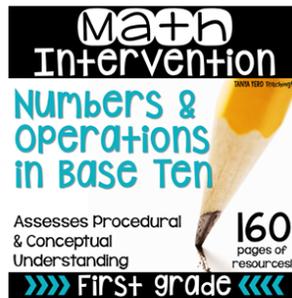
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## FEEDBACK FROM TEACHERS

"Tanya has created a wonderful, comprehensive resource here, complete with record-keeping which is often challenging to figure out the logistics of sometimes. From pretest to posttest and all the tasks in between, this is a must-have for intervention groups!"

"I LOVE this packet. I am using it to guide my small group instruction and by conducting the pre-test, I found that many students I thought had it, didn't. Thanks for the detailed packet!!"

"I love how everything is laid out! It's super helpful to have a chart to tell you what type of misunderstanding the student has on the pretest."

# Item Analysis Data Sheet

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

1st Grade Beginning of the Year Pre-Test

## Operations & Algebraic Thinking

Questions	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	1.OA.1		X	
#2	1.OA.1		X	
#3	1.OA.2		X	
#4	1.OA.3	X		
#5	1.OA.3		X	
#6	1.OA.4	X		
#7	1.OA.4		X	
#8	1.OA.1	X		
#9	1.OA.1		X	
#10	1.OA.5	X		
#11	1.OA.5		X	
#12	1.OA.6	X		/4
#13	1.OA.6		X	
#14	1.OA.7	X		/8
#15	1.OA.8	X		/2
#16	1.OA.8		X	
			Total:	

Name:

Date:

Beginning of the Year 1<sup>st</sup> Grade Math Pre-test

1.) Max has 14 crayons and 4 pencils in his pencil box. How many items are in his pencil box?

2.) Michael is trying to collect 18 shells. He has already found 9 shells. Write an equation to represent this problem. Use ? to represent the unknown number.

3.) I have 4 yellow shirts, 8 green shirts, and 3 red shirts. How many shirts do I have?

4.)  $4 + 8 = 12$  so  $8 + \underline{\quad} = 12$

5.)  $9 + 1 + 7$  can be rewritten as  $10 + \underline{\quad}$

6.) Circle the addition equation that will help you solve  $9 - 4$ .

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

7.) A classroom has 18 desks. 16 of the desks have students sitting in them. Write an equation with a missing addend to represent the story.

8.) Circle the story that matches the equation.

$$14 - \underline{\quad} = 9$$

A.) I started with 14 then lost 9.

B.) I started with 14 then found 9.

C.) I started with 14, lost some, and now I have 9 left.

9.) You had 15 coins. You spent 12 of them. Draw a picture to represent the story.

10.) Write an equation to match the statement and solve it.

Start at 13. Count on 2.

11.) James is using his fingers to add. He holds up 7 fingers then puts up two more. How many fingers does James have up now? Write an equation and solve it.

12.) Solve.

$$5 + 4 = \underline{\quad} \quad 12 + 7 = \underline{\quad} \quad 8 - 2 = \underline{\quad} \quad 19 - 9 = \underline{\quad}$$

13.) Rewrite the equation another way.

$$11 + \underline{\quad} = 15 \quad \underline{\hspace{4cm}}$$

14.) Select all the equations that are true.

$3 + 2 = 5 - 1$

$7 + 7 = 20 - 6$

$9 - 3 = 6 + 0$

$1 + 4 = 6 - 2$

$10 - 1 = 7 + 1$

$4 + 9 = 15 - 2$

$12 + 2 = 14 - 2$

$9 - 2 = 7 + 1$

15.) Solve.

$$2 + \underline{\quad} = 9$$

$$\underline{\quad} - 4 = 3$$

16.) Marie had some stickers. Her teacher gave her 3 more stickers. She now has 9 stickers. How many stickers did Marie start with?

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# Item Analysis Data Sheet

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

1st Grade Beginning of the Year Pre-Test

## Number & Operations in Base Ten

Questions	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	1.NBT.1	X		/4
#2	1.NBT.1		X	
#3	1.NBT.2	X		
#4	1.NBT.2		X	
#5	1.NBT.3	X		
#6	1.NBT.3	X		
#7	1.NBT.3		X	
#8	1.NBT.4	X		
#9	1.NBT.4	X		
#10	1.NBT.4		X	
#11	1.NBT.4		X	
#12	1.NBT.5	X		
#13	1.NBT.5		X	
#14	1.NBT.6	X		
#15	1.NBT.6		X	
			Total	

1.) Write the number that comes next.

109 \_\_\_\_\_ 39 \_\_\_\_\_ 20 \_\_\_\_\_ 100 \_\_\_\_\_

2.) Jessica is counting by ones. She says "87, 88, 90, 91, 92, 93". What mistake did she make?

\_\_\_\_\_

3.) Write the tens and ones in the number.

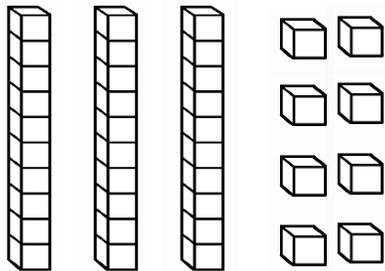
53 = \_\_\_\_\_ tens and \_\_\_\_\_ ones

4.) James has 6 ten sticks. If he exchanged them for ones cubes how many cubes would he have?

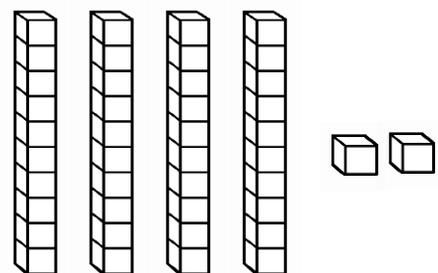
\_\_\_\_\_

5.) Look at the picture below. Who has less blocks? \_\_\_\_\_

Mason



Sally



6.) Use  $<$ ,  $>$ , or  $=$  to compare the numbers.

56 \_\_\_\_\_ 65

7.) What number can you put in the blank to make the statement true?

$$25 > 2\_\_\_\_\_\_$$

8.)  $35 + 27 = \_\_\_\_\_\_$

9.)  $48 + 43 = \_\_\_\_\_\_$

10.) Will you need to regroup to add these numbers?  $62 + 18$

**Yes**

**No**

11.) Frank had 45 seashells. He found 6 more shells this weekend. How many shells does he have now? Draw a picture using ten rods and one cubes.

12.) Write the number that is 10 more than 37.

\_\_\_\_\_

13.) Write the number that is 10 less than 12.

\_\_\_\_\_

14.) Solve.  $50 - 30 =$  \_\_\_\_\_

15.) 80 students are playing on the playground. Mr. Nelson takes his 20 students back to class. How many students are still on the playground?

# Item Analysis Data Sheet

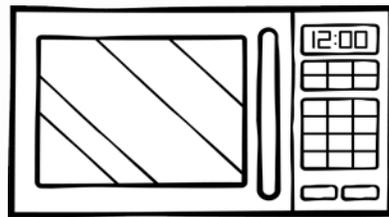
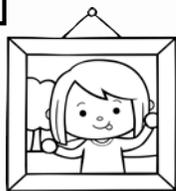
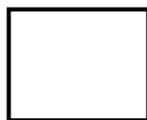
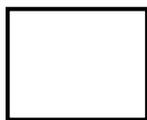
Student Name: \_\_\_\_\_

1st Grade Beginning of the Year Pre-Test

## Measurement & Data

Questions	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	1. MD.1	X		
#2	1.MD.1		X	
#3	1.MD.2	X		
#4	1.MD.2		X	
#5	1.MD.3			
#6	1.MD.3			
#7	1.MD.1		X	
#8	1.MD.1		X	
#9	1.MD.4	X		
#10	1.MD.4		X	
			Total	

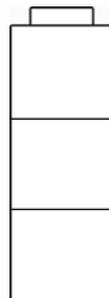
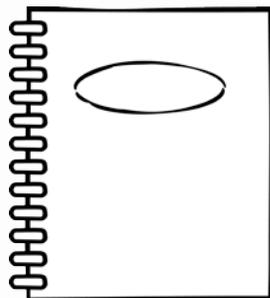
1.) Use numbers 1-3 to rank the objects from shortest to tallest.



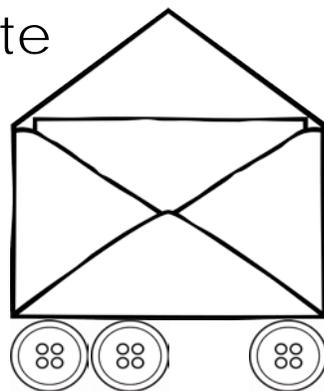
2.) Edward is taller than Jane. Jane is taller than Hector.

\_\_\_\_\_ is the tallest.

3.) The notebook is \_\_\_\_\_ cubes tall.

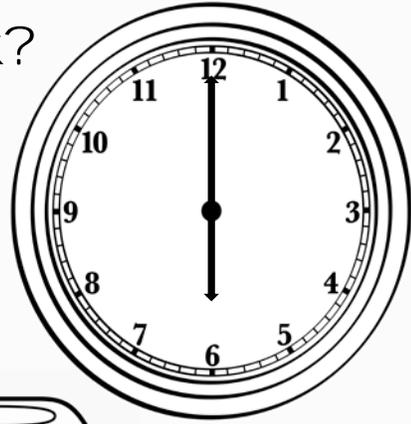


4.) Josh measured the envelope. He says that is it 3 buttons long. Do you agree? Write or draw to show your thinking.

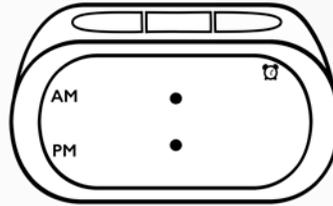


5.) What time is shown on the clock?

Blank rectangular box for the answer.



6.) It is 5 o'clock. The party starts in 30 minutes. What time does the party start?



7.) Circle the object that is taller than a cat.

Table

Sunglasses

Lego block

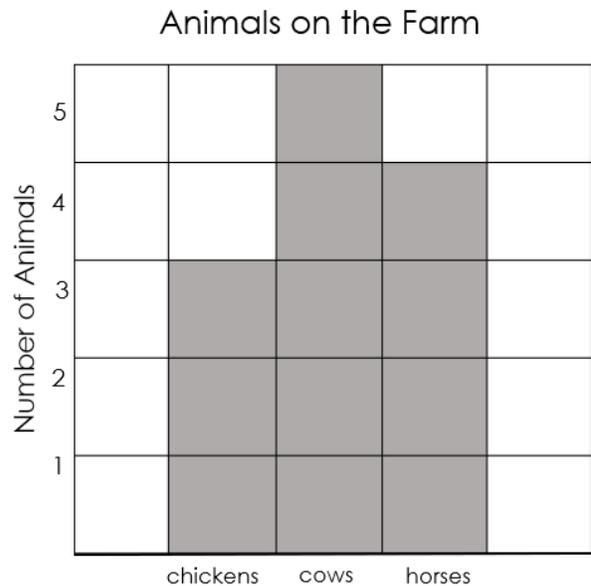
8.) Write one object that is longer and one object that is shorter than a book.

\_\_\_\_\_ book \_\_\_\_\_

Use the graph to answer the questions below.

9.) How many chickens are on the farm? \_\_\_\_\_

10.) How many animals are on the farm? \_\_\_\_\_



# Item Analysis Data Sheet

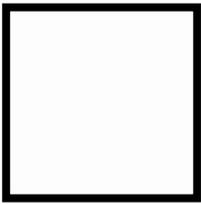
Student Name: \_\_\_\_\_

1st Grade Beginning of the Year Pre-Test

## Geometry

Questions	Standard	Procedural Understanding	Conceptual Understanding	(M) Missed
#1	1.G.1	X		
#2	1.G.1		X	
#3	1.G.1	X		
#4	1.G.1		X	
#5	1.G.1		X	
#6	1.G.2	X		
#7	1.G.2		X	
#8	1.G.3	X		
#9	1.G.3		X	
#10	1.G.3		X	
			Total	

1.) Cross out the shape that doesn't belong.



2.) Explain why the shape you crossed out doesn't fit.

---

---

3.) Circle all of the attributes of a triangle.

They are the color grey.

They have 3 straight sides.

They might have 4 corners.

They have 3 corners.

4.) Anya says that a square is also a rectangle AND a rhombus. Is she correct? Explain your thinking.

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5.) Circle three 3-dimensional shapes that might roll.

sphere

cube

pyramid

cylinder

rectangular prism

cone

hemi-sphere

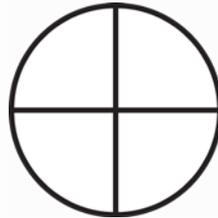
6.) Divide the shape into two shapes.



7.) Name a shape that can be constructed with 6 triangles. Draw to show the construction.



8.) Color to show  $\frac{3}{4}$ .



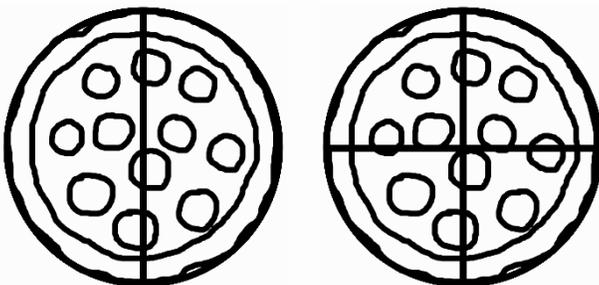
9.) Jan has one fourth of a cookie. Alex has one half of a cookie. Who has more? Draw to show your thinking.

**Jan**

**They have an equal amount**

**Alex**

10.) Bobby has a pizza that is cut in half. James has a pizza that is cut into fourths. Whose pizza has smaller slices?



**Bobby**

**The pieces are the same size.**

**James**

Name:

Date:

End of the Year 1<sup>st</sup> Grade Math Pre-test

1.) Max has 14 crayons and 4 pencils in his pencil box. How many items are in his pencil box?

2.) Michael is trying to collect 18 shells. He has already found 9 shells. Write an equation to represent this problem. Use ? to represent the unknown number.

3.) I have 4 yellow shirts, 8 green shirts, and 3 red shirts. How many shirts do I have?

4.)  $4 + 8 = 12$  so  $8 + \underline{\quad} = 12$

5.)  $9 + 1 + 7$  can be rewritten as  $10 + \underline{\quad}$

6.) Circle the addition equations that will help you solve  $9 - 4$ .

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

Name: **Answer Key** Date:

OA

Beginning of the Year 1<sup>st</sup> Grade Math Pre-test

1.) Max has 14 crayons and 4 pencils in his pencil box. How many items are in his pencil box?

$$14 + 4 = 18 \text{ items}$$

2.) Michael is trying to collect 18 shells. He has already found 9 shells. Write an equation to represent this problem. Use ? to represent the unknown number.

$$9 + \underline{?} = 18 \text{ or}$$
$$18 - 9 = \underline{?}$$

3.) I have 4 yellow shirts, 8 green shirts, and 3 red shirts. How many shirts do I have?

$$4 + 8 + 3 = 15 \text{ shirts}$$

4.)  $4 + 8 = 12$  so  $8 + \underline{4} = 12$

5.)  $9 + 1 + 7$  can be rewritten as  $10 + \underline{7}$

6.) Circle the addition equation that will help you solve  $9 - 4$ .

$9 + \underline{\quad} = 4$       $4 + 9 = \underline{\quad}$       **$4 + \underline{\quad} = 9$**

7.) A classroom has 18 desks. 16 of the desks have students sitting in them. Write an equation with a missing addend to represent the story.

$$16 + \underline{\quad} = 18$$

8.) Circle the story that matches the equation.

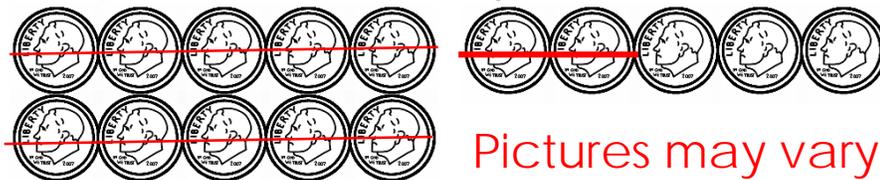
$$14 - \underline{\quad} = 9$$

A.) I started with 14 then lost 9.

B.) I started with 14 then found 9.

C.) I started with 14, lost some, and now I have 9 left.

9.) You had 15 coins. You spent 12 of them. Draw a picture to represent the story.



Pictures may vary.  $15 - 12 = 3$

10.) Write an equation to match the statement and solve it.

Start at 13. Count on 2.  $13 + 2 = \underline{15}$

11.) James is using his fingers to add. He holds up 7 fingers then puts up two more. How many fingers does James have up now? Write an equation and solve it.

$$7 + 2 = \underline{9}$$

12.) Solve.

$$5 + 4 = \underline{9} \quad 12 + 7 = \underline{19} \quad 8 - 2 = \underline{6} \quad 19 - 9 = \underline{10}$$

13.) Rewrite the equation another way.

$$11 + \underline{\quad} = 15 \quad \underline{15 - 11 = ?}$$

14.) Select all the equations that are true.

$3 + 2 = 5 - 1$

$7 + 7 = 20 - 6$

$9 - 3 = 6 + 0$

$1 + 4 = 6 - 2$

$10 - 1 = 7 + 1$

$4 + 9 = 15 - 2$

$12 + 2 = 14 - 2$

$9 - 2 = 7 + 1$

15.) Solve.

$$2 + \underline{7} = 9$$

$$\underline{7} - 4 = 3$$

16.) Marie had some stickers. Her teacher gave her 3 more stickers. She now has 9 stickers. How many stickers did Marie start with?

She started with 6 stickers.

$$\underline{?} + 3 = 9$$

$$\underline{6} + 3 = 9$$

Answer Key

NBT

1.) Write the number that comes next.

109 110

39 40

20 21

100 101

2.) Jessica is counting by ones. She says "87, 88, 90, 91, 92, 93". What mistake did she make?

Jessica forgot to count 89 before 90.

3.) Write the tens and ones in the number.

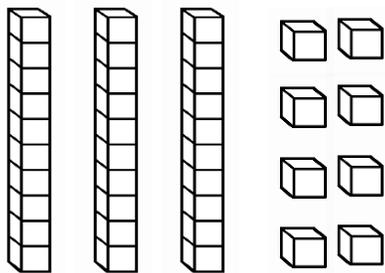
53 = 5 tens and 3 ones

4.) James has 6 ten sticks. If he exchanged them for ones cubes how many cubes would he have?

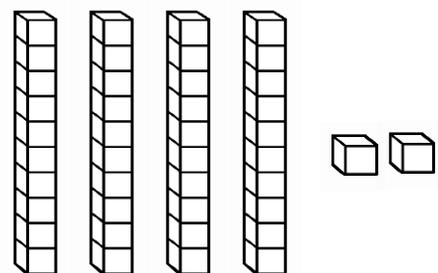
6 tens = 60 ones cubes

5.) Look at the picture below. Who has less blocks? Mason

Mason



Sally



6.) Use  $<$ ,  $>$ , or  $=$  to compare the numbers.

56  $<$  65

7.) What number can you put in the blank to make the statement true?

$$25 > 2 \underline{0, 1, 2, 3, \text{ or } 4}$$

$$8.) 35 + 27 = \underline{62}$$

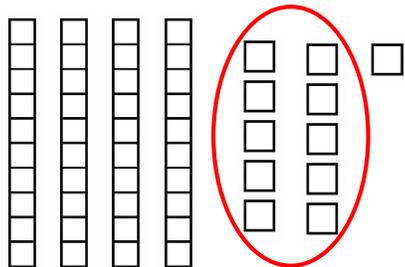
$$9.) 48 + 43 = \underline{91}$$

10.) Will you need to regroup to add these numbers?  $62 + 18$

**Yes**

**No**

11.) Frank had 45 seashells. He found 6 more shells this weekend. How many shells does he have now? Draw a picture using ten rods and one cubes.



**He has 51 shells.**

12.) Write the number that is 10 more than 37.

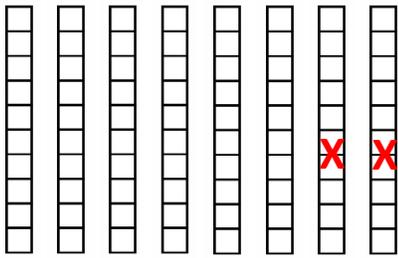
**47**

13.) Write the number that is 10 less than 12.

**2**

14.) Solve.  $50 - 30 = \underline{20}$

15.) 80 students are playing on the playground. Mr. Nelson takes his 20 students back to class. How many students are still on the playground?



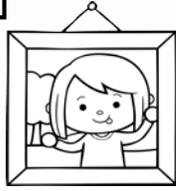
60 students are still on the playground.

1.) Use numbers 1-3 to rank the objects from shortest to tallest.

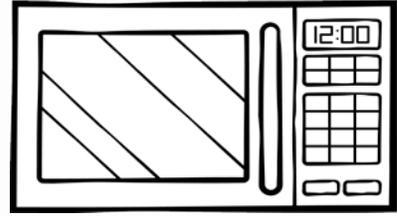
3



1



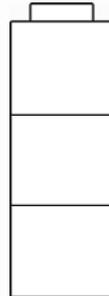
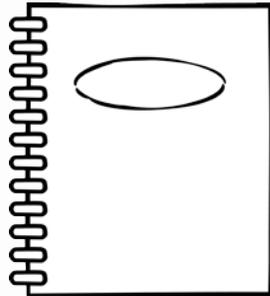
2



2.) Edward is taller than Jane. Jane is taller than Hector.

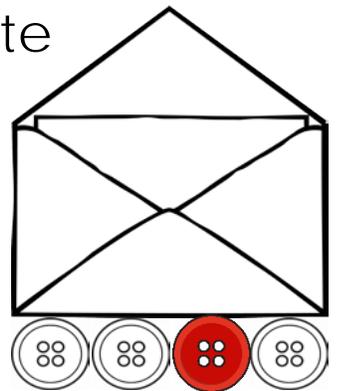
Edward is the tallest.

3.) The notebook is 3 cubes tall.



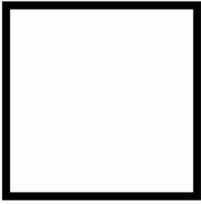
4.) Josh measured the envelope. He says that is it 3 buttons long. Do you agree? Write or draw to show your thinking.

I don't agree. Edward left a space between the buttons. There can't be any spaces. It is probably 4 buttons long.





1.) Cross out the shape that doesn't belong.



2.) Explain why the shape you crossed out doesn't fit.

The 3 other shapes have 4 straight sides and 4 square corners.

---

The last one doesn't have square corners.

---

3.) Circle all of the attributes of a triangle.

They are the color grey.

They have 3 straight sides.

They might have 4 corners.

They have 3 corners.

4.) Anya says that a square is also a rectangle AND a rhombus. Is she correct? Explain your thinking.

She is correct! Rectangles have 4 straight sides and 4 square corners.

---

Rhombuses have 4 sides that are the same length.

---

5.) Circle three 3-dimensional shapes that might roll.

sphere

cube

pyramid

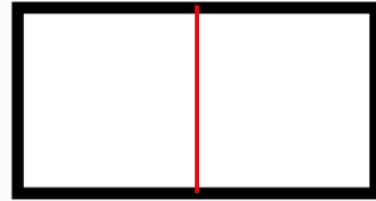
cylinder

rectangular prism

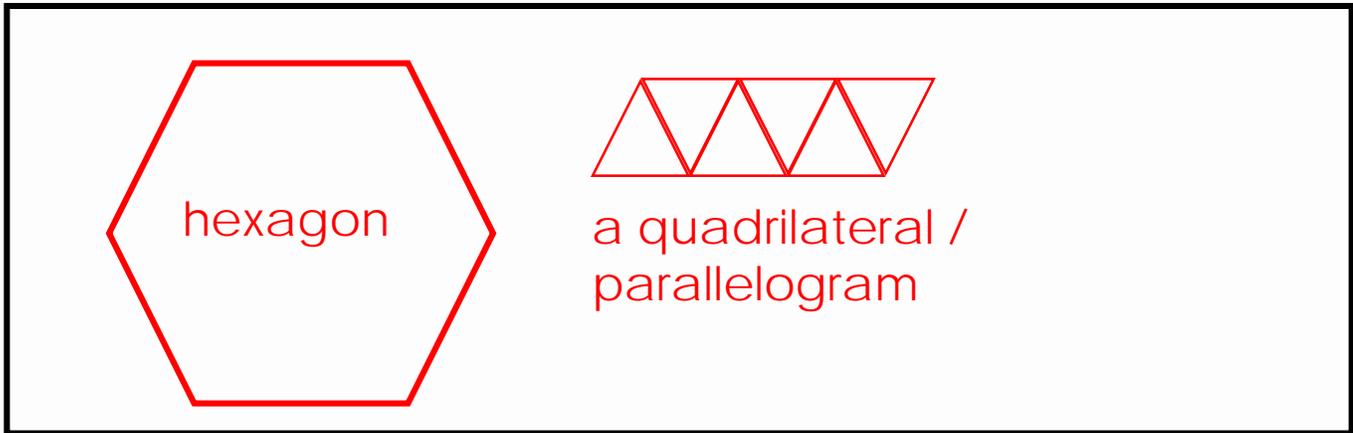
cone

hemi-sphere

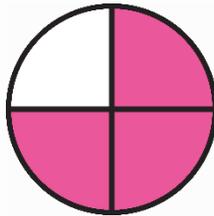
6.) Divide the shape into two shapes.  
Students may also bisect the rectangle horizontally to make 2 skinnier rectangles.



7.) Name a shape that can be constructed with 6 triangles. Draw to show the construction.



8.) Color to show  $\frac{3}{4}$ .



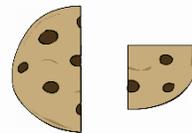
9.) Jan has one fourth of a cookie. Alex has one half of a cookie. Who has more? Draw to show your thinking.

Jan

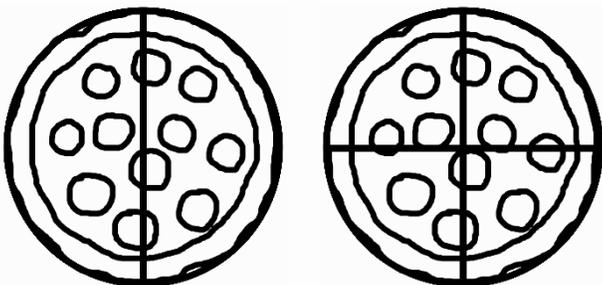
They have an equal amount

Alex

$\frac{1}{2}$  is bigger than  $\frac{1}{4}$



10.) Bobby has a pizza that is cut in half. James has a pizza that is cut into fourths. Whose pizza has smaller slices?



Bobby

The pieces are the same size.

James

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