<u>Suggested Resource Room Math Assessments for LD Students</u>

<u>Organized by Grade Level</u>

<u>Kindergarten-1st Grade</u>
Addition-recognize addition sign
          -add sums to 18 without regrouping
Subtraction-recognize subtraction sign
               -subtract from 18 without regrouping
Number Sense-recognize/produce numbers to 100
                    -count by 2s, 5s, and 10s
                    -count with 1-1 correspondence
Time-recognize a clock
      -tell time to the hour
      -knows basic calendar skills
Money-identify names and values of coins
        -count like coins
Problem Solving-one step problems related to above concepts

<u>2nd-3rd Grade</u>
Addition-adding with regrouping up to 3 digits
Subtraction-subtract with regrouping up to 3 digits
Multiplication-facts up to 12
Division-recognize concept only
Number Sense-place value to 1000s place
                    -reading numbers to the 1000s
Time-calendar skills (months of the year)
        -conversions/equivalents
        -telling time to 5 minute and 1 minute intervals
Money-counting mixed coins to ¢1.00
        -making change up to ¢1.00
Fractions-recognize, name, and draw
Problem Solving-two step word problems related to above concepts

<u>4th-5th Grade</u>
Addition-review adding with regrouping using decimals
Subtraction-review subtracting with regrouping using decimals
Multiplication-3 digit by 2 digit individually and using decimals
Division-division facts
            -3 digits divided by 1 digit divisor with and without remainders
Number Sense-place value to millions/thousandths **
                    -reading numbers to millions/thousandths**
Time-elapsed time (adding and subtracting hours/minutes)
Money-problem solving
            -counting mixed coins in amounts greater than ¢1.00
Fractions-add and subtract like fractions**
            -make/recognize equivalent fractions**
Problem Solving-multi-step word problems
**Items with double asterisk taught as time and ability levels allow

1	20	40	37	5	17	46	13
38	24	49	14	21	25	36	50
16	13	45	10	35	15	39	23
34	22	38	39	16	21	17	4
26	6	18	33	47	18	28	37
22	27	19	40	2	48	19	32
11	44	41	36	23	29	31	14
42	30	47	30	41	9	24	43
8	48	25	3	46	43	35	29
44	28	31	15	49	34	26	42
27	20	50	33	12	45	32	7

Telling Time Assessment

Name:_____

Date:_____

When shown a clock, the student   can   /cannot tell time to the...

Hour   Half-hour   Fifteen-minute interval

Five-minute interval   Minute

When given a clock and asked to do so, the student (can)/cannot show this time...

Hour   Half-hour   Fifteen-minute interval

Five-minute interval   Minute

The student can add hour(s). _____
The student can subtract hour(s). _____
The student knows the length of a ....

Week   Day   Hour   Minute

The student knows the days of the week. _____

Name:_____

Date:_____

Practical Money Assessment

   I. Name coins and values.

      Penny   Nickel   Dime   Quarter

      Value   Value   Value   Value

Bonus: Half dollar/fifty cent piece   Dollar

        Value   Value

  2. Count nickels (by 5s)

  3. Count dimes (by 10s)

  4. Count quarters (by 25s)

  5. Count mixed change

        Penny/nickel   Penny/dime   Penny/quarter

        Nickel/dime   Nickel/quarter

        Dime/quarter   Penny/nickel/dime

        Penny/nickel/quarter   Penny/dime/quarter

        Nickel/dime/quarter   all mixed

Problem Solving Assessment (2 step)

Anna's team scored 5 runs in the first inning of the kickball game.
They scored 6 more runs in the second inning and 3 runs in the last inning.
How many runs did Anna's team score in all?

_____

18 children were going to run a race in the park. 6 children left to get a drink of water. 5 left to play on the swings. How many children stayed for the race?

_____

6 children were jumping rope. 5 children joined them. 2 children left because the line was too long. How many children were jumping rope then?

_____

Jane had a party. 4 of her friends came and each brought 2 pieces of candy for her.
Jane ate 3 pieces of candy during the party. How many pieces of candy did Jane have at the end of her party?

_____

Jason bought a had one dollar. He bought a pack of gum for $.59. His friend gave him $.29. How much money does he have?

_____

Place Value Assessment II

Name: _____
Date: _____

Please read the following numbers out loud to your teacher. (Note: Circled numbers indicate mastery. Underlined numbers were read incorrectly.)

1. 218, 345   2. 3, 564, 321   3. 7, 453   4. 21, 784   5. 803, 340

On the following lines, please write the numbers as your teacher reads them aloud.

6. _____   7. _____   8. _____   9. _____   10. _____

Please follow the change directions as listed in the table below and record your ending number in the last column.

Starting Number	Change Direction	Ending Number
342, 032	Subtract 4 tens	
67, 974	Add 3 hundreds.	
722	Add 5 ones.	

8,241,283	Subtract 3 hundreds.	
354	Add 50.	
2,319	Add 6 hundreds.	
533,118	Subtract 9 ones.	
245,908	Add 1 hundred.	
5,480,347	Add 6 ones.	
4,053	Subtract 200.	

Elapsed Time Test

1. Complete the following table.

_____ seconds = 1 minute

_____ minutes = 1 hour

_____ hours = 1 day

_____ days = 1 week

_____ weeks = 1 year

_____ months = 1 year

_____ days = 1 year

Use the following chart to answer the questions below.

Train Schedule for June 22, 2004

Village Name	Arrival Time	Departure Time
Archtown	8:06 a.m.	9:08 a.m.
Bayville	9:18 a.m.	10:12 a.m.
Crossington	1:32 p.m.	2:13 p.m.
Dashing Way	3:36 p.m.	4:40 p.m.

2. If you were riding the train from Archtown to Bayville, how long would you be on board?

    a. 10 minutes
    b. 1 hour, 10 minutes
   c. 20 minutes
    d. none of the above

3. The train sits at the station in Bayville _____ the amount of time the train sits at the station in Dashing Way.

    a. less than
    b. more than
    c. equal to

4. How long does it take to get from Crossington to Dashing Way?

5. Mike gets up at the time shown on the following clock. Write the time on the digital clock shown and fill in the chart to match the time shown.
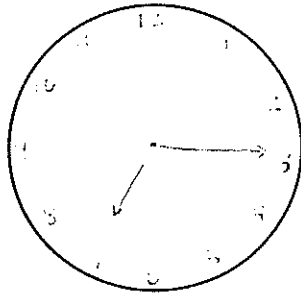
    ____ minutes past ____

    ____ minutes to ____

6. Mike's sister, Sarah, gets up ten minutes later. Draw the time to show when Sarah gets up.
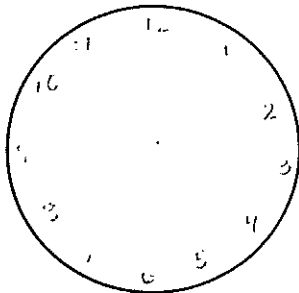
Count the money to find the cost of the items.

Hamburger
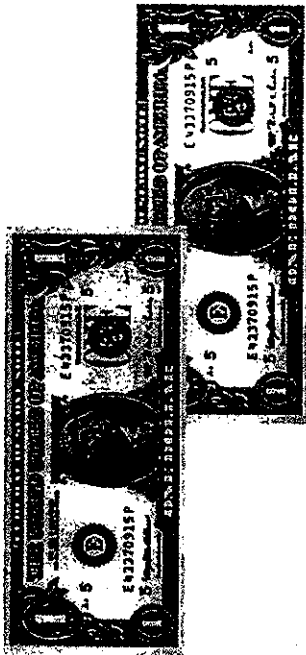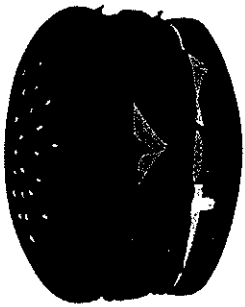
HOW MUCH?

$ _____
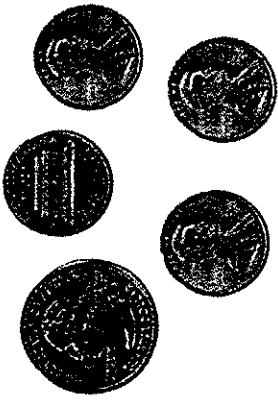
Soccer Ball
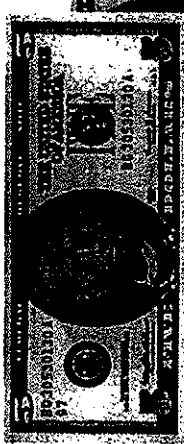
HOW MUCH?

$ _____
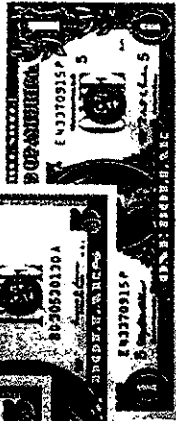
Flashlight
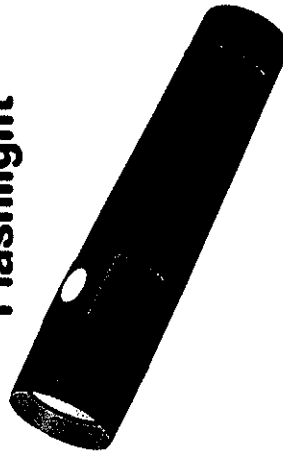
HOW MUCH?

$ _____

Camera

HOW MUCH?

$ _____
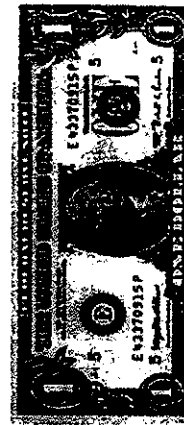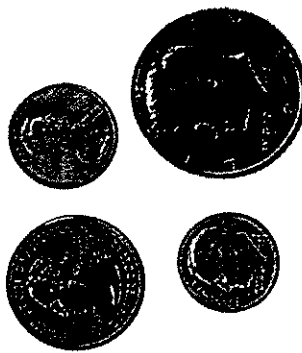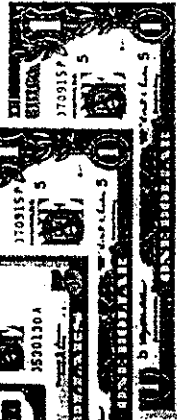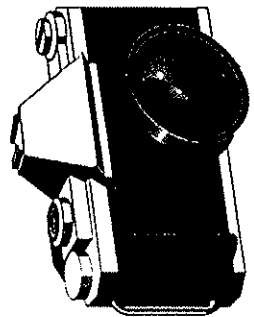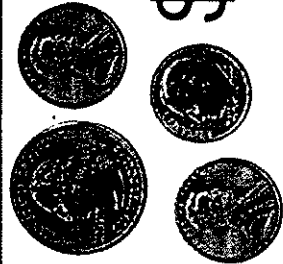
Name: _____

Date: _____

Fraction Assessment

Part II

Draw a picture to show the following fractions.

1. $\dfrac{3}{4}$

2. $\dfrac{5}{8}$

3. $\dfrac{1}{2}$

Reduce the following fractions.

4. $\dfrac{12}{16} = $ _____

5. $\dfrac{4}{8} = $ _____

Add the following unlike fractions.

6. $\dfrac{2}{8} + \dfrac{1}{4} = $ _____

7. $\dfrac{5}{16} + \dfrac{1}{8} = $ _____

8. $\dfrac{1}{4} + \dfrac{5}{8} = $ _____

Subtract the following unlike fractions.

9. $\dfrac{14}{16} - \dfrac{5}{8} = $ _____

10. $\dfrac{7}{8} - \dfrac{1}{4} = $ _____

Fractions Assessment Part 2 ~ For Use with Fractions Kit

Fraction Assessment

Part I

Draw a picture to show the following fractions.

1. $\dfrac{3}{4}$

2. $\dfrac{5}{8}$

3. $\dfrac{1}{2}$

Write an equivalent fraction for each of the following.

4. $\dfrac{12}{16} =$ _____

5. $\dfrac{4}{8} =$ _____

Add the following like fractions.

6. $\dfrac{2}{4} + \dfrac{1}{4} =$ _____

7. $\dfrac{5}{16} + \dfrac{2}{16} =$ _____

8. $\dfrac{1}{8} + \dfrac{5}{8} =$ _____

Subtract the following like fractions.

9. $\dfrac{14}{16} - \dfrac{10}{16} =$ _____

10. $\dfrac{7}{8} - \dfrac{2}{8} =$ _____