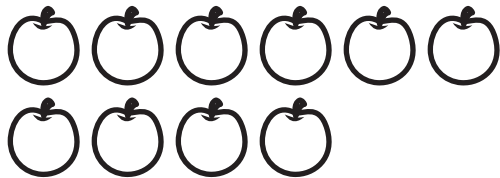


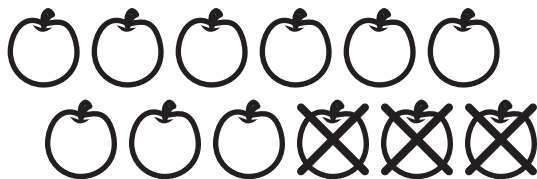
Match the picture to the number sentence.
Fill in the bubble.

1. Which number sentence tells about the apples?



- $5 + 5 = 10$
 $8 + 2 = 10$
 $6 + 4 = 10$

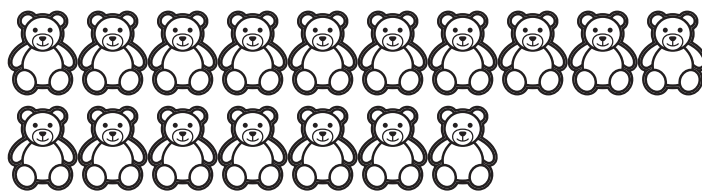
2. Which number sentence tells about the apples?



- $9 - 3 = 16$
 $12 - 3 = 9$
 $12 - 6 = 6$

Write the numbers for the unknowns.
Fill in the bubble for the answer.

3. Which number sentence tells about the bears?



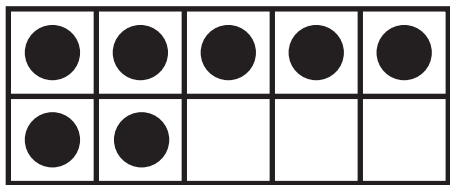
- $10 + \square = 15$
 $10 + \square = 16$
 $10 + \square = 17$

4. Which number sentence tells about the number line?



- $\square - 9 = 4$
 $13 - 10 = \square$
 $13 - \square = 10$

13. Use the picture. Write the number of the missing part. Fill in the bubble.



$$7 + \square = 10$$

- 1
 2
 3

-
14. To subtract $12 - 7$, find the number that is added to 7 to make 12.

$$7 + \square = 12$$

- 4
 5
 6

-
15. To subtract $15 - 10$, 10 is added to what number to make 15?

$$\square + 10 = 15$$

- 5
 6
 7

-
16. To subtract, find the number that is added to 10 to make 14.

$$14 - \square = 10$$

- 3
 4
 5

Add. Count on. Use TouchPoints. Write the sum.

17.

$$\begin{array}{r} 9 \\ + 3 \\ \hline \square \end{array}$$

18.

$$\begin{array}{r} 5 \\ + 8 \\ \hline \square \end{array}$$

19.

$$\begin{array}{r} 5 \\ + 5 \\ \hline \square \end{array}$$

20.

$$\begin{array}{r} 7 \\ + 4 \\ \hline \square \end{array}$$

Subtract. Count backward. Use TouchPoints. Write the difference.

21.

$$\begin{array}{r} 10 \\ - 3 \\ \hline \square \end{array}$$

22.

$$\begin{array}{r} 15 \\ - 5 \\ \hline \square \end{array}$$

23.

$$\begin{array}{r} 13 \\ - 5 \\ \hline \square \end{array}$$

24.

$$\begin{array}{r} 17 \\ - 7 \\ \hline \square \end{array}$$

Individual Proficiency Record

Student Name:

Page	Operations and Algebraic Thinking	Correct/Prob.	Comments
1	1.OA.1 (word problems)	4	
2	1.OA.2 (multiple addends)	4	
3	1.OA.3 (properties)	4	
4	1.OA.4 (subtraction as unknown addend)	4	
5	1.OA.5 (with TouchPoints)	8	
6	1.OA.5 (without TouchPoints)	8	
7	1.OA.6 (TouchPoints as a strategy within 10)	6	
8	1.OA.6 (without TouchPoints within 10)	6	
9	1.OA.6 (TouchPoints as a strategy within 20)	6	
10	1.OA.6 (without TouchPoints within 20)	6	
11	1.OA.7 (equality)	6	
12	1.OA.8 (unknowns)	6	
Page	Number and Operations in Base Ten	Correct/Prob.	Comments
13	1.NBT.1 (count, represent, read numerals)	6	
14	1.NBT.2 (place value)	4	
15	1.NBT.3 (compare)	6	
16	1.NBT.4 (add, include regrouping)	6	
17	1.NBT.5 (10 more, 10 less)	6	
18	1.NBT.6 (subtract multiples of 10)	4	
Page	Measurement and Data	Correct/Prob.	Comments
19	1.MD.1 (order objects by length, compare)	4	
20	1.MD.2 (length, same size units)	6	
21	1.MD.3 (time)	4	
22	1.MD.4 (graphs)	4	
Page	Geometry	Correct/Prob.	Comments
23	1.G.1 (define, build, compose shapes)	6	
24	1.G.2 (compose shapes)	4	
25	1.G.3 (fractions)	4	

Introduction

Standards-Based Proficiency Test

This booklet for the TouchMath Standards-Based Proficiency Test for First Grade includes the description, directions, suggested use and time; plan to review, reinforce, and remediate; other uses, comprehensive answer keys, and the Common Core State Standards for First Grade. The presentation is specific to the TouchMath Standards-Based First Grade Program, ©2017 Innovative Learning Concepts, Inc. All rights reserved.

Description

This booklet accompanies the student booklets for the First Grade Proficiency Test. The test sheets in the student booklet are organized and presented by standard. The code for the standard (e.g., 1.OA.1) is included in the center of the footer for easy reference.

An individual record sheet is included in the student booklet. A class record sheet of the test performance (page 3) is provided to organize results by class.

Directions

The test-sheet-by-test-sheet directions are included in this booklet. Answer keys are included on the pages to provide a visual reference while giving the directions. All directions are given orally.

The following presentation is used:

- ⚠ Materials needed to complete the test sheet. Optional materials are included if the test needs to be administered at the concrete level.
- 📄 Directions for the teacher for administering the test sheet.
- 🗣 Directions from the test sheet to be read to the students. (Additional directions not included on the test sheet are provided.)
- 📖 (If needed) Additional directions to be given at the concrete level.

Using Manipulatives with the Standards-Based Proficiency Test

Some students may continue to function at the concrete-representational level. Directions are included to provide this option to determine understanding of the concept.

Suggested Use and Time

The Standards-Based Proficiency Test for First Grade is designed for end-of-year assessment of the standards and content presented throughout the year.

The test can be completed in two weeks by using one or two sheets in the morning and one or two sheets in the afternoon of each day. Some students may need more time.

A general guideline for testing is no more than 15 minutes per testing session.

Document individual performance on the record sheet included in the student booklet. Cut this sheet out of the booklet. Document class results on the sheet included in this booklet.

Other Uses

If a pre-assessment tool is needed, the following options are available:

- ✓ Module pretests
- ✓ Module posttests
- ✓ Test sheets by standard from the student proficiency test booklet

With all options, the skills should be assessed immediately before beginning instruction. Testing too much can be very time-consuming. The results will be skewed since the students are probably unfamiliar with both the content and presentation (especially TouchPoints). If the students internalize their lack of success, reversing the trend can be very difficult.

If the Standards-Based Proficiency Test for First Grade is used for pre-assessment, each child will need two copies of the test. The test is not to be reproduced. Additional copies of the test booklet can be ordered at www.touchmath.com/tests.

Plan to Review, Reinforce, and Remediate

The following table outlines the plan to ensure achievement of the standards before the student enters second grade. Suggested performance levels are included. A second table identifies recommendations for continued practice based on the student's performance.

Problems	Number of Correct Problems		
	Mastering	Developing	Emerging
8	6+	4-5	0-3
6	5+	3-4	0-2
4	3+	2	0-1
	Mastering students plan: Weekly practice (independent) Use module posttests and/or unit tests	Developing students plan: Daily practice (with support) Use module activity sheets (see table on page 2)	Emerging students plan: Intervention Use activity sheets with manipulatives

Consider preparing packets of activity sheets to meet individual needs throughout the summer.

Standard	Modules in the First Grade Standards-Based Program			
	Unit 1	Unit 2	Unit 3	Unit 4
1.OA.1	3,4,5,6	2,3,5,6	1,3,4,5,6,7	
1.OA.2			3,7	
1.OA.3			4,6,7	
1.OA.4	5,6	5,6	5,6,7	
1.OA.5	3,4,5,6	2,3,4,5,6	7	
1.OA.6	3,4,5,6	2,3,5,6	7	
1.OA.7	4,6	2,3,5,6	4,5,6,7	
1.OA.8	4,5,6	2,3,5,6	4,5,6,7	1
1.NBT.1	1	4,5	1,7	2
1.NBT.2		1*	1,2,7	3
1.NBT.3	1,2,4,5,6	2,3,4,5,6	1,2,5,7	1, 2, 6
1.NBT.4			2,3,7	1, 2, 4, 5
1.NBT.5			4,6,7	1, 3, 5
1.NBT.6			6,7	4, 5
1.MD.1				2
1.MD.2				2
1.MD.3**				1
1.MD.4				3
1.G.1				4,5
1.G.2				4,5
1.G.3				6

* Place value models ** Also includes money

The following list identifies the stages at which students function. It may be helpful in identifying appropriate resources at the concrete-representational-abstract levels.

1. Concrete objects: counts/represents numerals
2. Concrete and pictorial (representational): matches objects to pictures
3. Pictorial (representational): uses pictures
4. Pictorial-abstract: uses pictures/numerals/ cues for operations
5. Abstract: solves with numerals only
6. TouchPoints in operations (visual/tactile): on both numerals
7. TouchPoints (visual/tactile): on the greater numeral
8. TouchPoints (visual/tactile): on the lesser numeral
9. Says the greater number and counts on or counts backward
10. Uses part/whole relationships
11. Uses place value at all levels (C-R-A)
12. Solves for unknowns using dots
13. Solves for unknowns using strategies
14. Solves word problems at all levels
15. Creates equations for word problems
16. Explains the processes with words, drawings, or equations

Comprehensive Answer Keys

In addition to the answer keys imbedded in the directions, a comprehensive set can be found on pages 17–19 in this booklet.

Common Core State Standards

A list of the Common Core State Standards is included on pages 20–21.

Additional Support

Visit www.touchmath.com for product details and ordering information.

1.OA.1 Test sheet 1

- ⚠ • Pencils
- Counters (optional)
- Number lines (optional)

📖 Read the directions with the students. Provide counters and number lines if needed.

💬 Problems 1 and 2:

- ✓ Match the picture to the number sentence.
- ✓ Fill in the bubble.


Problems 3 and 4:


- ✓ Write the number for the unknown.
- ✓ Fill in the bubble.

🧮 (If needed)
Use counters or number lines to show the number of objects.


1


Match the picture to the number sentence. Fill in the bubble.

1. Which number sentence tells about the apples?

 $5 + 5 = 10$
 $8 + 2 = 10$
 $6 + 4 = 10$

2. Which number sentence tells about the apples?

 $9 - 3 = 16$
 $12 - 3 = 9$
 $12 - 6 = 6$

Write the number for the unknowns. Fill in the bubble for the answer.

3. Which number sentence tells about the bears?

 $10 + 5 = 15$
 $10 + 6 = 16$
 $10 + 7 = 17$

4. Which number sentence tells about the number line?

 $13 - 9 = 4$
 $13 - 10 = 3$
 $13 - 3 = 10$

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1.OA.2 Test sheet 2

- ⚠ • Pencils

📖 Read the directions and the word problem with the students.

💬 Problem 5:

- ✓ Read the addition story.
- ✓ Read and say the equations in the choices.
- ✓ Fill in the bubble for the number sentence that tells about the pencils.
- ✓ (Word problem)
Lucas has 6 red pencils, 3 black pencils, and 1 blue pencil. How many pencils does he have in all?

Problem 6:

- ✓ Draw a picture to show the number sentence for problem 5.

Problem 7:

- ✓ Write an addition story for this number sentence.

Problem 8:

- ✓ Draw a picture to show the number sentence from problem 7.

2

5. Read the addition story. Read and say the equations. Fill in the bubble for the number sentence that tells about the pencils.

Lucas has 6 red pencils, 3 black pencils, and 1 blue pencil. How many pencils does he have in all?
 $6 + 6 + 1 = 13$
 $6 + 3 + 1 = 10$
 $3 + 3 + 1 = 7$

6. Draw a picture to show the number sentence from problem 5. Answers will vary.

7. Write an addition story for this number sentence. Answers will vary.
 $8 + 2 + 5 = 15$

8. Draw a picture to show the number sentence from problem 7. Answers will vary.

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Test Sheets 3-4

Standards-Based Proficiency Test

1.OA.3

Test sheet 3

- ⚠ • Pencils
- Counters (optional)
- 📖 Read the directions with the students. Provide counters to represent the problems if needed.

- 💬 Problems 9–11:
 - ✓ Use the relationship.
 - ✓ Write the unknown in the box.

Problem 12:

- ✓ Use the relationship.
- ✓ Write the unknown in the box.
- ✓ Write the sum.

- 🧮 (If needed)
Use counters to show the equations.

3

Use the relationship. Write the unknown in the box.

9.
$$\begin{array}{r} 6 \\ + 7 \\ \hline 13 \end{array} + \begin{array}{r} 7 \\ + \boxed{6} \\ \hline 13 \end{array}$$
 10.
$$\begin{array}{r} 13 \\ + 7 \\ \hline 20 \end{array} + \begin{array}{r} 7 \\ + \boxed{13} \\ \hline 20 \end{array}$$

11. $6 + \boxed{1} + 9 = 6 + \boxed{10} = 16$

Use the relationship. Write the unknown in the box. Write the sum.

12. $5 + 5 + 2 = \boxed{10} + 2 = 12$

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1.OA.4

Test sheet 4

- ⚠ • Pencils
- 📖 Read the directions with the students.
- 💬 Write the number in the box. Fill in the bubble.

Problem 13:

- ✓ Use the picture.
- ✓ Write the number of the missing part.
- ✓ Fill in the bubble.

Problem 14:

- ✓ To subtract $12 - 7$, find the number that is added to 7 to make 12.

Problem 15:

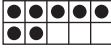
- ✓ To subtract $15 - 10$, 10 is added to what number to make 15?

Problem 16:

- ✓ To subtract, find the number that is added to 10 to make 14.

4

13. Use the picture. Write the number of the missing part. Fill in the bubble.



$7 + \boxed{3} = 10$

1
 2
 3

14. To subtract $12 - 7$, find the number that is added to 7 to make 12.

$7 + \boxed{5} = 12$

4
 5
 6

15. To subtract $15 - 10$, 10 is added to what number to make 15?

$\boxed{5} + 10 = 15$

5
 6
 7

16. To subtract, find the number that is added to 10 to make 14.

$14 - \boxed{4} = 10$

3
 4
 5

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1.OA.5

Test sheet 5

⚠ • Pencils

📖 Read the directions with the students.

🗨 Problems 17–20:

- ✓ Add.
- ✓ Count on.
- ✓ Use TouchPoints.
- ✓ Write the sum.

Problems 21–24:

- ✓ Subtract.
- ✓ Count backward.
- ✓ Use TouchPoints.
- ✓ Write the difference.

📖 (If needed)
Touch and say the greater number.
Count on (or count backward).

5

Add. Count on. Use TouchPoints. Write the sum.

17. $\begin{array}{r} 9 \\ + 3 \\ \hline \square \square \end{array}$	18. $\begin{array}{r} 8 \\ + 8 \\ \hline \square \square \end{array}$	19. $\begin{array}{r} 5 \\ + 5 \\ \hline \square \square \end{array}$	20. $\begin{array}{r} 7 \\ + 4 \\ \hline \square \square \end{array}$
--	--	--	--

Subtract. Count backward. Use TouchPoints.
Write the difference.

21. $\begin{array}{r} 10 \\ - 3 \\ \hline \square \square \end{array}$	22. $\begin{array}{r} 15 \\ - 6 \\ \hline \square \square \end{array}$	23. $\begin{array}{r} 13 \\ - 5 \\ \hline \square \square \end{array}$	24. $\begin{array}{r} 17 \\ - 7 \\ \hline \square \square \end{array}$
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1.OA.5

Test sheet 6

⚠ • Pencils
• Counters (optional)

📖 Read the directions with the students.
Provide counters if needed.

🗨 Problems 25–28:

- ✓ Add.
- ✓ Write the sum.

Problems 29–32:

- ✓ Subtract.
- ✓ Write the difference.

📖 (If needed)
Provide counters to represent the problems.
Touch and say the greater number.
Count on (or backward).

6

Add. Write the sum.

25. $\begin{array}{r} 5 \\ + 7 \\ \hline \square \square \end{array}$	26. $\begin{array}{r} 10 \\ + 4 \\ \hline \square \square \end{array}$	27. $\begin{array}{r} 6 \\ + 6 \\ \hline \square \square \end{array}$	28. $\begin{array}{r} 9 \\ + 8 \\ \hline \square \square \end{array}$
--	---	--	--

Subtract. Write the difference.

29. $\begin{array}{r} 11 \\ - 4 \\ \hline \square \square \end{array}$	30. $\begin{array}{r} 15 \\ - 10 \\ \hline \square \square \end{array}$	31. $\begin{array}{r} 12 \\ - 7 \\ \hline \square \square \end{array}$	32. $\begin{array}{r} 17 \\ - 9 \\ \hline \square \square \end{array}$
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