First-Grade Assessment Student Record (page 1 of 3)

Student's name_____

School year _____

Teacher's name _____

Response Codes

Use the following codes to categorize the student's response to each item:

ⓒ correct answer given quickly with confidence (3 points)
c correct answer (2 points)
p partially correct answer (1 point)
x incorrect answer, no response to the problem or "I don't know" (0 points)
s skipped based on skip criteria (0 points)

Learning Profile and Cumulative Scores

Learning Profile:

- For items scored ⓒ, correct with confidence, shade in the entire cell.
- For items scored *c,* correct, draw an x in the cell.
- For items scored *p,* partially correct, draw a diagonal line through the cell.
- For items scored *x* or *s,* incorrect or skipped, leave the cell blank.

Cumulative Scores:

- Write the student's cumulative score for each concept area on the date the assessment is administered.

Learning Profile									
Concept area	Verbal Counting	Comparing and Ordering Numbers	Adding to and Taking From in Contexts	Measure-ment	Counting Objects	Geom-etry	Fluency With Num-ber Com-binations	Properties and Symbols	Place Value
Item	1	2	4	12	14	15	17	22	26
		3	5	13		16	18	23	27
			6				19	24	28
			7				20	25	
			8				21		
			9						
			10						
			11						
Cumulative Scores									
Dates									
Max. score	3	6	24	6	3	6	15	12	9

Individual First-Grade Student Scores (page 2 of 3)

Student's name _____ School year _____

Concept area: Verbal Counting				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
1	67, 68, 69, 70, 71, 72, 73, 74, 75			

Concept area: Comparing and Ordering Numbers				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
2	7, 10, 14, 16			
3	17, 70, 78, 80, 87			

Concept area: Adding to and Taking From in Contexts				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
4	13 (carrots)			
5	5 (cookies)			
6	17 (pennies)			
7	8 (girls)			
8	4 (pencils)			
9	7 (peach trees)			
10	11 (birds)			
11	8 (candies)			

Concept area: Measurement				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
12	Approximately 8 (depends on size of paper clip)			
13	Approximately 5 (depends on the size of paper clip)			

Concept area: Counting Objects				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
14	Uses tens and ones and writes "53"			

Individual First-Grade Student Scores (page 3 of 3)

Student's name _____ School year _____

Concept area: Geometry				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
15	Forms a square using 4 right triangles (in any orientation)			
16	Fills space using 6 blocks			

Concept area: Fluency With Number Combinations				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
17	10			
18	6			
19	3			
20	2			
21	3			

Concept area: Properties and Symbols				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
22	15 – ☐ = 6 (middle option)			
23	☐ + 12 = 18 (middle option)			
24	8 + 3 = ☐ (first option)			
25	c) 9 + 5 = 5 + 9			

Concept area: Place Value				
Item	Correct response	Student's response Date _____	Student's response Date _____	Student's response Date _____
26	Uses tens and ones to get 35			
27	Writes "48"			
28	7 (full stacks) with 8 (pennies left over)			

First-Grade Class Record, Section One

Teacher's name _____ Date _____ Class _____

	Student names	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Item / Learning Goal																									
	Concept area: Verbal Counting																									
1	**1.2C** Counts forward from variable starting points (start value above 50)																									
	Concept area: Comparing and Ordering Numbers																									
2	**4.2B** Orders 3 or more numbers (4 numbers to 20)																									
3	**4.2C** Orders 3 or more numbers (5 numbers to 100)																									
	Concept area: Adding to and Taking From in Contexts																									
4	**3.1C** Solves context problems of the type JRU (totals 11 to 18)																									
5	**3.2C** Solves context problems of the type SRU (totals 11 to 18)																									
6	**3.3C** Solves context problems of the type PPW-WU (totals 11 to 18)																									
7	**3.4C** Solves context problems of the type PPW-PU (totals 11 to 18)																									
8	**3.5C** Solves context problems of the type SCU (totals 11 to 18)																									
9	**3.6C** Solves problems of the type CDU (totals 11 to 18)																									
10	**3.7C** Solves context problems of the type SSU (totals 7 to 10)																									
11	**3.8C** Solves context problems of the type JSU (totals 11 to 18)																									

First-Grade Class Record, Section Two

Teacher's name _____ Date _____ Class _____

	Student names	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Item / Learning Goal																									
	Concept area: Measurement																									
12	**8.2A** Measures length (by laying multiple length units end-to-end)																									
13	**8.2B** Measures length (by iterating a single length unit)																									
	Concept area: Counting Objects																									
14	**2.4C** Writes the numeral to represent a quantity (to 100)																									
	Concept area: Geometry																									
15	**9.5B** Composes geometric figures (no frame provided)																									
16	**9.5C** Composes geometric figures (by substituting a combination of smaller shapes for a larger shape)																									
	Concept area: Fluency With Number Combinations																									
17	**5.5B** Knows addition combinations based on 10 (totals equal to 10)																									
18	**5.6B** Knows other addition combinations (totals 6 to 9)																									
19	**5.9B** Knows subtraction combinations near doubles (totals 6 to 9)																									
20	**5.10B** Knows subtraction combinations based on 10 (totals equal to 10)																									
21	**5.11B** Knows other subtraction combinations (totals 6 to 9)																									

First-Grade Class Record, Section Three

Teacher's name _____ Date _____ Class _____

	Student names	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
	Item Learning Goal																									
	Concept area: Properties and Symbols																									
22	**6.1B** Translates between word problems and number sentences (SCU, totals 11 to 18)																									
23	**6.1C** Translates between word problems and number sentences (JSU, totals 11 to 18)																									
24	**6.2A** Identifies the connection between add/sub and counting forward/backward (connects adding to counting on)																									
25	**6.4B** Recognizes and uses properties of addition (commutative property)																									
	Concept area: Place Value																									
26	**7.2B** Translates among place value models, count words, numerals (2-digit numbers)																									
27	**7.3C** Reads and writes multidigit numbers meaningfully (3-digit numbers)																									
28	**7.4B** Decomposes a larger unit into smaller units by place value (2-digit numbers)																									