



## End-of-Year Assessment

- ① Count by 5s.

85, 90, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- ② Use number patterns to complete the number-grid puzzle.

	64	

- ③ Solve the riddle.

$$4 \overline{) 17} \cdot$$

What am I? \_\_\_\_\_

Show the number another way using

| and  $\cdot$ .

- ④ What digit is in the tens place in 13? \_\_\_\_\_

What digit is in the ones place in 13? \_\_\_\_\_

What is the value of the 8 in 80? \_\_\_\_\_

What is the value of the 0 in 80? \_\_\_\_\_

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## End-of-Year Assessment (continued)

- 5 Fill in the rule and the missing numbers.

Rule							
	95	85	75			45	35

Arrows indicate a sequence from 95 to 85, 85 to 75, 75 to the first empty box, the first empty box to the second empty box, the second empty box to 45, and 45 to 35.

- 6 Write True or False.

$8 = 8$  \_\_\_\_\_

$6 + 6 = 14$  \_\_\_\_\_

$10 = 7 + 3 + 1$  \_\_\_\_\_

$9 - 6 = 8 - 5$  \_\_\_\_\_

- 7 Write  $>$ ,  $<$ , or  $=$ .

$54$    $45$

$28$    $20 + 8$

$60$    $70$

$18$    $19$

$30 - 20$    $12 + 1$

$45 + 10$    $25 + 20$

- 8 Subtract. Use the number grid if you like.  
Then write a number model.

Edgar had 50 crayons.

He gave 20 crayons to his brother.

How many crayons does Edgar have left?

\_\_\_\_\_ crayons

Number model: \_\_\_\_\_

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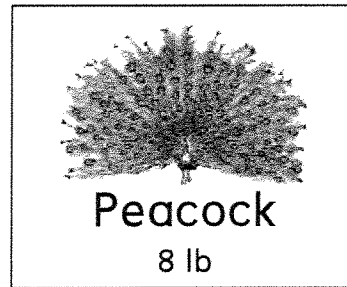
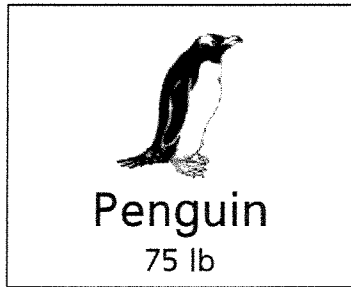


### End-of-Year Assessment (continued)

Solve. Write the number model.

Use tools if you like.

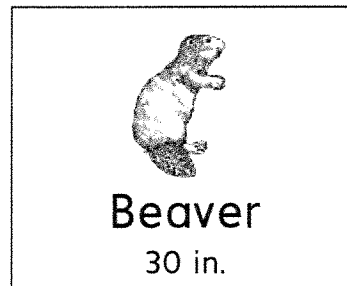
- 9 How much do a penguin and a peacock weigh all together?



Together they weigh \_\_\_\_\_ pounds.

Number model: \_\_\_\_\_

- 10 How long are a sun bear and a beaver if they lie down head-to-tail?



Together they are \_\_\_\_\_ inches long.

Number model: \_\_\_\_\_

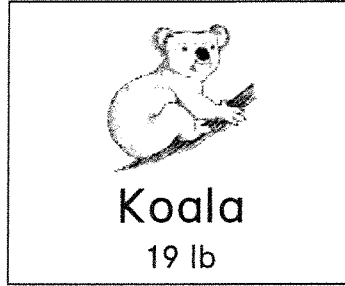
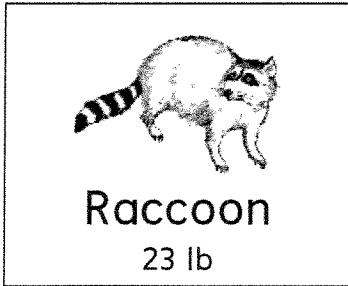
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### End-of-Year Assessment (continued)

11 How much do a raccoon and a koala weigh all together?



Together they weigh \_\_\_\_\_ pounds.

Number model: \_\_\_\_\_

Explain how you could use a number grid to solve this.

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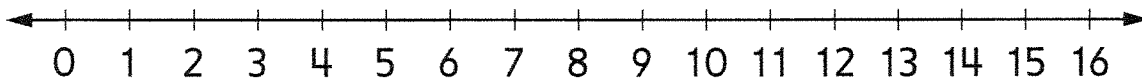
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12 Solve.

$$\square = 16 - 12$$

Gia started at 16 and counted back to 12 to solve.

Show Gia how to count up to solve. Draw hops on the number line.





## End-of-Year Assessment (continued)

13 Solve.

$$\begin{array}{r} 8 \\ + 2 \\ \hline \square \end{array}$$

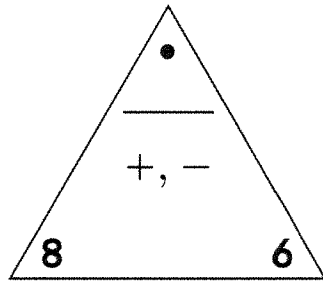
$$\begin{array}{r} 10 \\ - \square \\ \hline 5 \end{array}$$

$$\begin{array}{r} \square \\ + 4 \\ \hline 8 \end{array}$$

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

$$\underline{\quad} = 10 - 7 \quad 4 + \underline{\quad} = 9 \quad 12 - \underline{\quad} = 6$$

14 Fill in the fact triangle and write the fact family that goes with it.




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15 Explain how you can think addition to solve  $14 - 7$ .

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16 Solve.

$$20 - \underline{\quad} = 14$$

Explain how you solved.

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**End-of-Year Assessment** (continued)

- 17 Alex knows that  $13 + 8 = 21$ .  
He says, "That means that  $8 + 13 = 21$ ."  
Is Alex correct? Explain.

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- 18 Solve.

$$4 + 2 + 6 = \underline{\quad}$$

Silvia added  $4 + 6$  first. Then she added 2.  
Mike added  $4 + 2$  first. Then he added 6.  
Who added correctly? Explain.

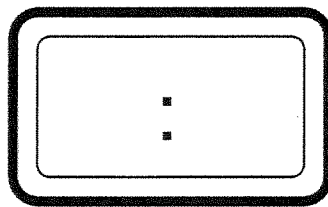
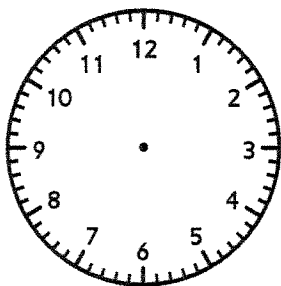
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- 19 Show half past 7 o'clock on both clocks.



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### End-of-Year Assessment (continued)

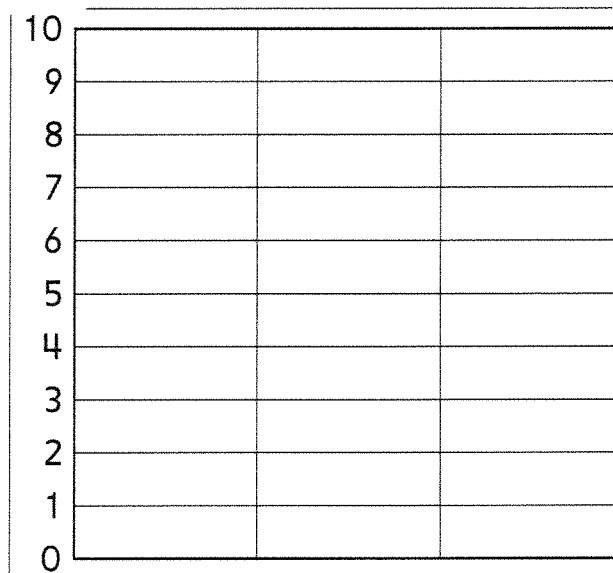
- 20 Claire asked her classmates which field trip they liked best.

7 children liked the zoo trip best.

8 children liked the park trip best.

3 children liked the lake trip best.

Complete Claire's bar graph.



Use this graph to answer the questions on the next page.

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## End-of-Year Assessment (continued)

Which trip did the most children like best?

\_\_\_\_\_

How many children in all liked the zoo trip and the lake trip? \_\_\_\_\_ children

Write a number model to show how you solved.

\_\_\_\_\_

How many more children liked the park trip than the lake trip? \_\_\_\_\_ children

Write a number model to show how you solved.

\_\_\_\_\_

How many children did Claire ask in all?

\_\_\_\_\_ children

Write a number model to show how you solved.

\_\_\_\_\_

Write a question you could ask about the data from this graph.

\_\_\_\_\_

\_\_\_\_\_

Answer your question.

\_\_\_\_\_

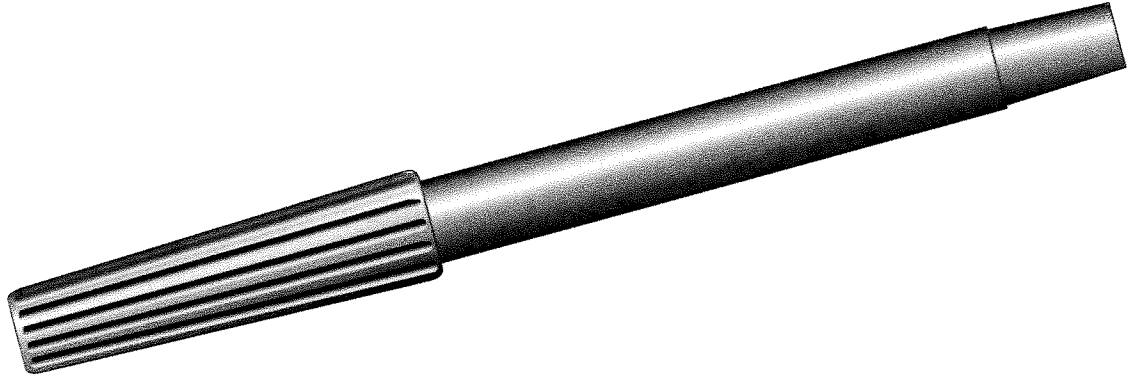
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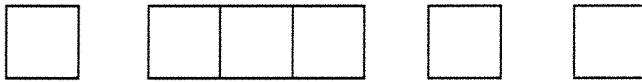
## End-of-Year Assessment (continued)

- 21 Use a paper clip to measure the marker.



The marker is about \_\_\_\_\_ paper clips long.

- 22 Marta measured her crayon with base-10 cubes.



Marta says her crayon is about 6 cubes long.

Explain how Marta could have measured better.

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**End-of-Year Assessment** (continued)

23 Draw a shape with exactly 3 sides and 3 vertices.

Color your shape any way you like.

Write one defining attribute of your shape.

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Write one nondefining attribute of your shape.

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What is your shape called?

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## End-of-Year Assessment (continued)

Use your pattern-block template.

- ②④ Draw a new shape using 1 hexagon, 1 trapezoid, and 1 triangle.
- ②⑤ Draw a different shape using the same pattern-block shapes.

- ②⑥ Look at the shape you drew in problem 25. Is it a polygon? Why or why not?

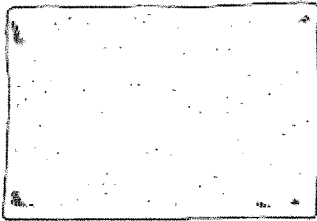
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## End-of-Year Assessment (continued)

- 27 Draw lines to show how 4 friends could share the cracker equally.



Write two names for one of the equal parts.

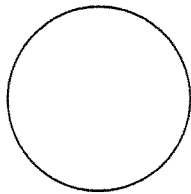
\_\_\_\_\_

Write two names for the whole cracker.

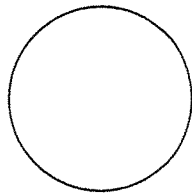
\_\_\_\_\_

- 28 Nina shares her pancake with her mom.  
Tim shares his pancake with his mom, his dad, and his sister.  
Draw lines to show how to share the pancakes equally.

Nina's  
Pancake



Tim's  
Pancake



Who got a bigger piece of pancake, Nina or Tim? \_\_\_\_\_

How do you know?

\_\_\_\_\_  
\_\_\_\_\_