**Teacher Note**
Please consider:

- Conferencing with student(s) after administration to clear up questions about strategies used.
- Scribing if necessary or appropriate.
- Providing familiar manipulatives with which student can model their solutions or thinking.
- That students may use objects, pictures, numbers and/or words to show their math thinking.
High Leverage Assessment - 1

Name: ____________________________________  Teacher: ________________  Date: ________

Task A
Solve the problems.
Show how you know.

47 + 20

71 + 9
High Leverage Assessment - 1

Name: ________________________________ Teacher: ____________________ Date: ________

Task B
Solve the problems.
Show how you know.

87 - 10

74 - 50
High Leverage Assessment - 1

Name:____________________________________ Teacher:_________________ Date:________

Task C

I have 26 stickers. I got some more for my birthday. Now I have 46 stickers. How many more did I get?

Show how you know using a model and an equation.

Task D

Put these numbers in order.

120  15  102  32  51

_________    _______    _______    _______    _______
Grade One Suggested Benchmarks to Consider:

<table>
<thead>
<tr>
<th>Task Name</th>
<th>January Expectations</th>
<th>April Expectations</th>
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</thead>
<tbody>
<tr>
<td>Task A</td>
<td>uses unitizing strategy (no counting by 1s) supported by models and/or equations</td>
<td>uses place value strategy supported by models and/or equations</td>
</tr>
<tr>
<td>Task B</td>
<td>uses unitizing strategy (no counting by 1s) supported by models and/or equations</td>
<td>uses place value strategy supported by models and/or equations</td>
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<tr>
<td>Task C</td>
<td>must have a viable model that represents the situation</td>
<td>must have a viable model and an equation that represents the situation and supports the solution</td>
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<tr>
<td>Task D</td>
<td>groups the 2-digit numbers first and 3-digit number next (they may or may not be sequenced correctly)</td>
<td>all numbers ordered correctly</td>
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