



Primary Math

Assessment Sampler

Dear Teachers:

Enclosed are samples of questions similar to those students will experience in the Primary Mathematics Assessment. These questions may be used in your classroom to help students feel comfortable with the types of assessment formats they will experience. The sampler can also be used to describe effective assessment strategies with your students.

Assessment Strategies to Discuss With Students:

- Read each question carefully. You may have to read it more than once to understand what to do.
- Try every question even if you are not sure how to do it.
- Pictures, graphs, and charts give you information. Be sure to look at them carefully and think about the information in them.
- You may draw your own pictures to help you understand the question.
- For multiple choice questions, be sure to read all possible answers so that you can make the best choice. Shade in the circle beside the answer you choose. If you want to change your answer, make sure you erase your previous choice completely.
- For fill-in-the-blank questions, space is provided to work out answers. Be sure to put your answer in the blank.

Assessment Protocols:

The Primary Mathematics Assessment has guidelines that must be followed. Here are some key points to take into consideration when going over the questions in the sampler with your students.

- All math posters and charts on walls and desks (including multiplication table charts) are to be removed or covered.
- Students must be given an uninterrupted block of time to write the assessment.
- Students will be given one block of time to complete each day of the assessment. Students are not permitted to go back on Day 2 and change any answers from Day 1.
- Students are permitted to use the following manipulatives: base ten blocks, 2D geometric shapes, and 3D geometric figures.

Dictated Numbers / Math Facts

This Sampler does not include examples of Dictated Numbers or Math Facts questions; however, recording sheets similar to the ones students will use in the Primary Mathematics Assessment are provided at the front of the Sampler. These may be photocopied for practice.

- **Dictated Numbers** will be the first assessment activity. You will read a number up to 1000 and students will record the number.
- For the **Math Facts** section, you will read the question while showing it on an overhead/LCD/SMART board. Math Facts questions will include addition facts with sums to 18 and the corresponding subtraction facts.

All the Teacher's Guides of *Mental Math: Fact Learning, Mental Computation, Estimation* for Grades 1 to 6 are available on CD Rom in your school library. Consult this resource to identify appropriate activities to support student learning.

We hope these materials will provide a useful support to you and your students.

Part 1: Mental Math

Dictated Numbers

A.

B.

C.

D.

E.

F.

Math Facts

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

K.

L.

1.

Solve.

A. $6 + \square = 16$

B. $9 + \bigcirc = 18$

C. $\triangle - 7 = 13$

D. $\square - 4 = 15$

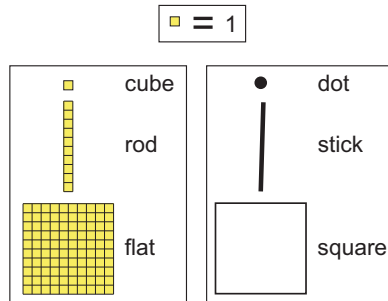
2.

What is the answer that means the same as the number 156 ?

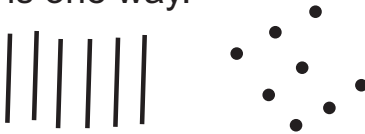

- 100 + 500 + 16
- 15 + 60
- 100 + 50 + 6
- 100 + 5 + 16

3.

Draw base-10 blocks to show each number in **two different ways**.
You can draw squares, sticks and dots. The first one is done for you.



Example:

This is one way.		68
This is another way.		68

A.

This is one way.	112
This is another way.	112

B.

This is one way.	230
This is another way.	230

4.

Mr. Jones goes to the post office to mail two parcels. It costs \$18 to mail one parcel and \$21 to mail the second parcel.

About how much money will he need to take to the post office to mail both parcels?

- \$10
- \$20
- \$30
- \$40

5.

Sally, Kim and Joe went apple picking. They each picked 7 apples. How many apples were picked?


You may use words, pictures and numbers to help you find the answer.

Answer:
They picked _____ apples.

6.

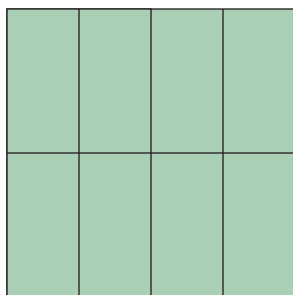
Choose the **words** that make the number sentences true.

Example: $4 + 5$	<input type="radio"/> is less than <input checked="" type="radio"/> is equal to <input type="radio"/> is greater than	$5 + 4$
-------------------------	---	---------

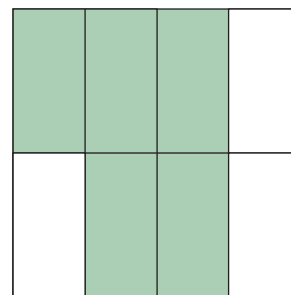
- A.**
- | | | |
|----------------|--|-------------|
| $5 + 6 + 2$ is | <input type="radio"/> is less than
<input type="radio"/> is equal to
<input type="radio"/> is greater than | $2 + 5 + 6$ |
|----------------|--|-------------|
- B.**
- | | | |
|---|--|-------|
|  | <input type="radio"/> is less than
<input type="radio"/> is equal to
<input type="radio"/> is greater than | 222 |
|---|--|-------|
- C.**
- | | | |
|-------|--|-------|
| 789 | <input type="radio"/> is less than
<input type="radio"/> is equal to
<input type="radio"/> is greater than | 897 |
|-------|--|-------|
- D.**
- | | | |
|---------------|--|--------------|
| 2 groups of 4 | <input type="radio"/> is less than
<input type="radio"/> is equal to
<input type="radio"/> is greater than | 2×4 |
|---------------|--|--------------|

7.

Write a fraction for each **shaded** part of each shape. In each box , use $<$, $>$, or $=$ to compare the shaded parts. The first one is done for you.

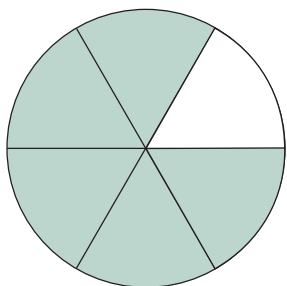


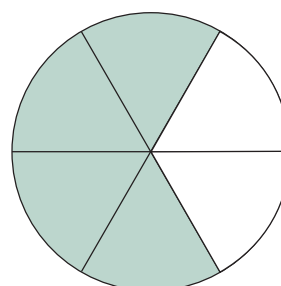
$$\frac{8}{8}$$

 $>$


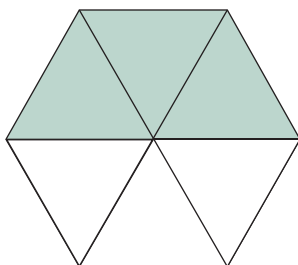
$$\frac{5}{8}$$

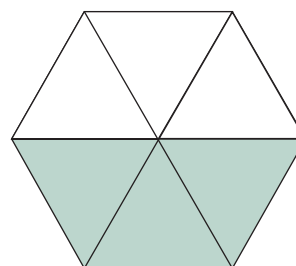
A.



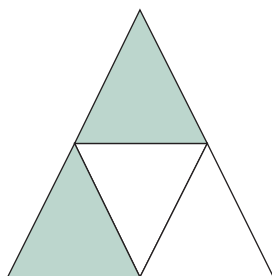


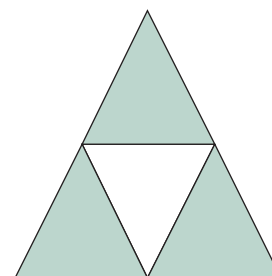
B.





C.





8.

The classroom's reading shelf has 25 books on it. Jack wants to share the books so he and his 4 friends have the same number of books. How many books would each child have?



You may use words, pictures and numbers to help you find the answer.

Answer:

Each child would have _____ books.

9.

Which group of numbers is in order from **least to greatest**?

- 237, 329, 210
- 321, 245, 238
- 402, 419, 597
- 564, 479, 592

10.

Look at this pattern.

364, 374, 384, 394, _____, _____, _____

Keep counting in this way. Which numbers come next?

- 384, 374, 364
- 400, 404, 414
- 404, 414, 424
- 3104, 3114, 3124

11.

Write a multiplication sentence for each picture.

A.



Answer _____

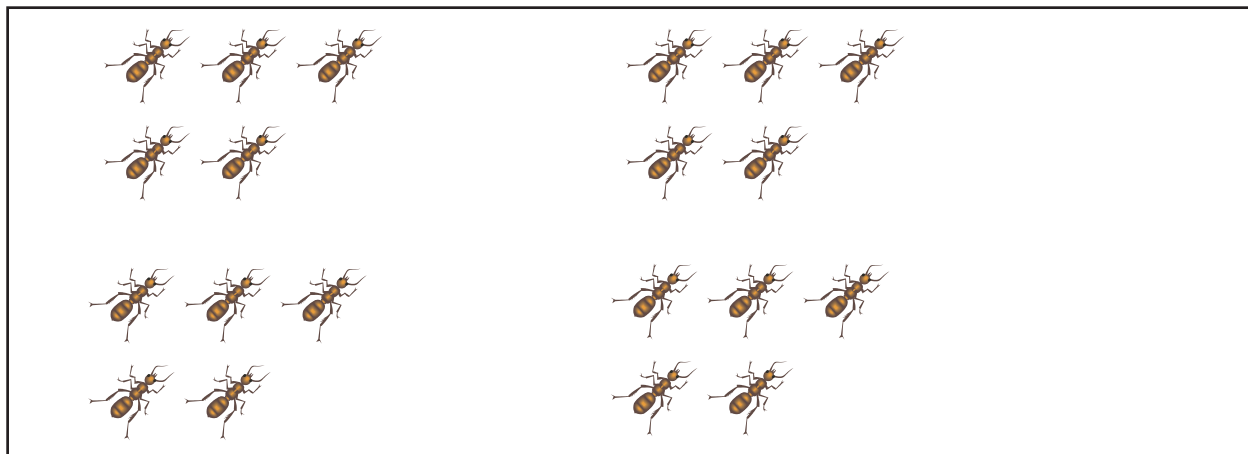
B.



Answer _____

12.

Complete the number sentences by looking at the picture.



A. $4 \times \square = 20$

B. $20 \div \square = 5$

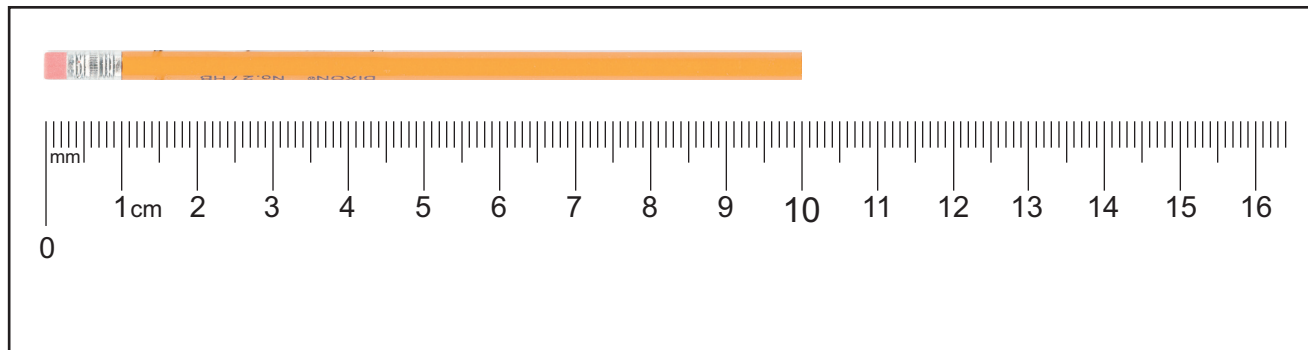
13.

There are 18 stickers shared equally among 3 children. How many stickers will each child get?

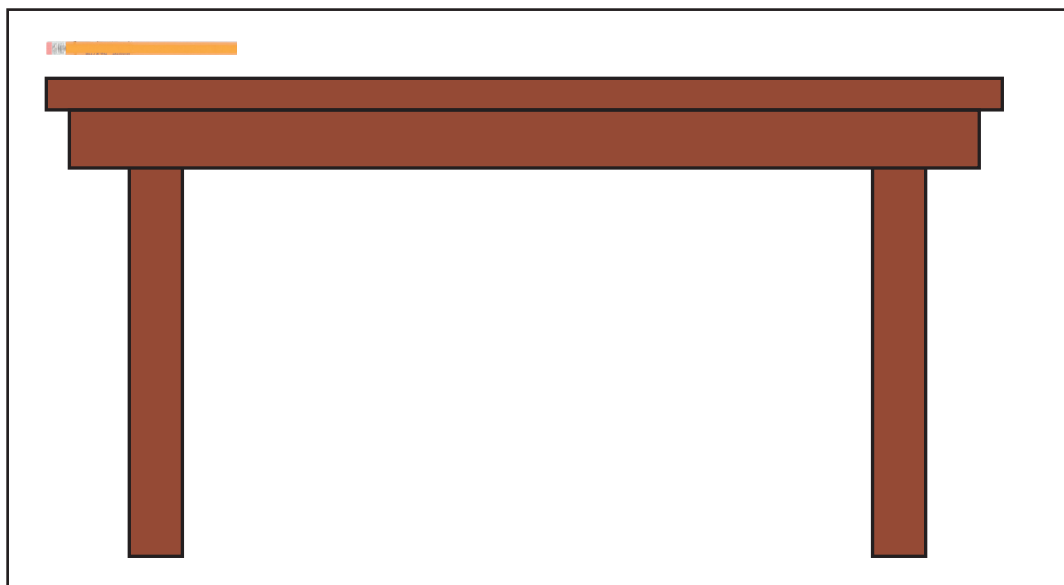
- 54
- 21
- 15
- 6

14.

Marie used her pencil to estimate the length of the table.
Her pencil is about 10 cm long.



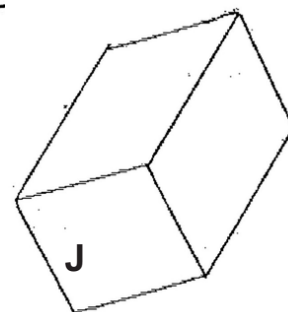
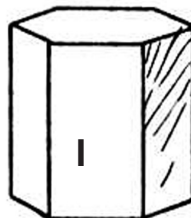
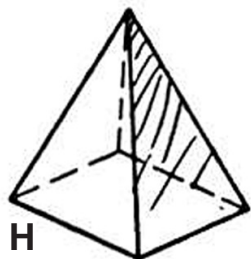
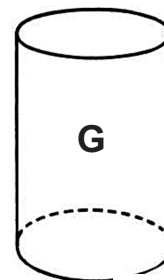
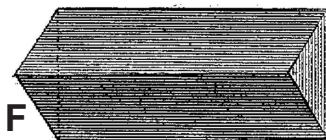
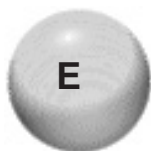
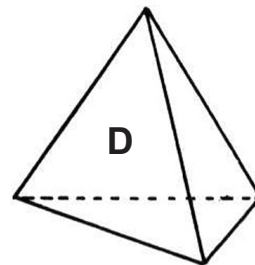
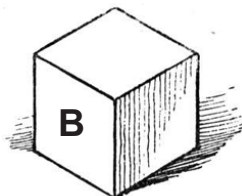
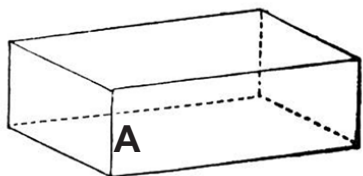
About how long is Marie's table?



- 25 cm
- 36 cm
- 50 cm
- 90 cm

15.

Sort these 3-D objects



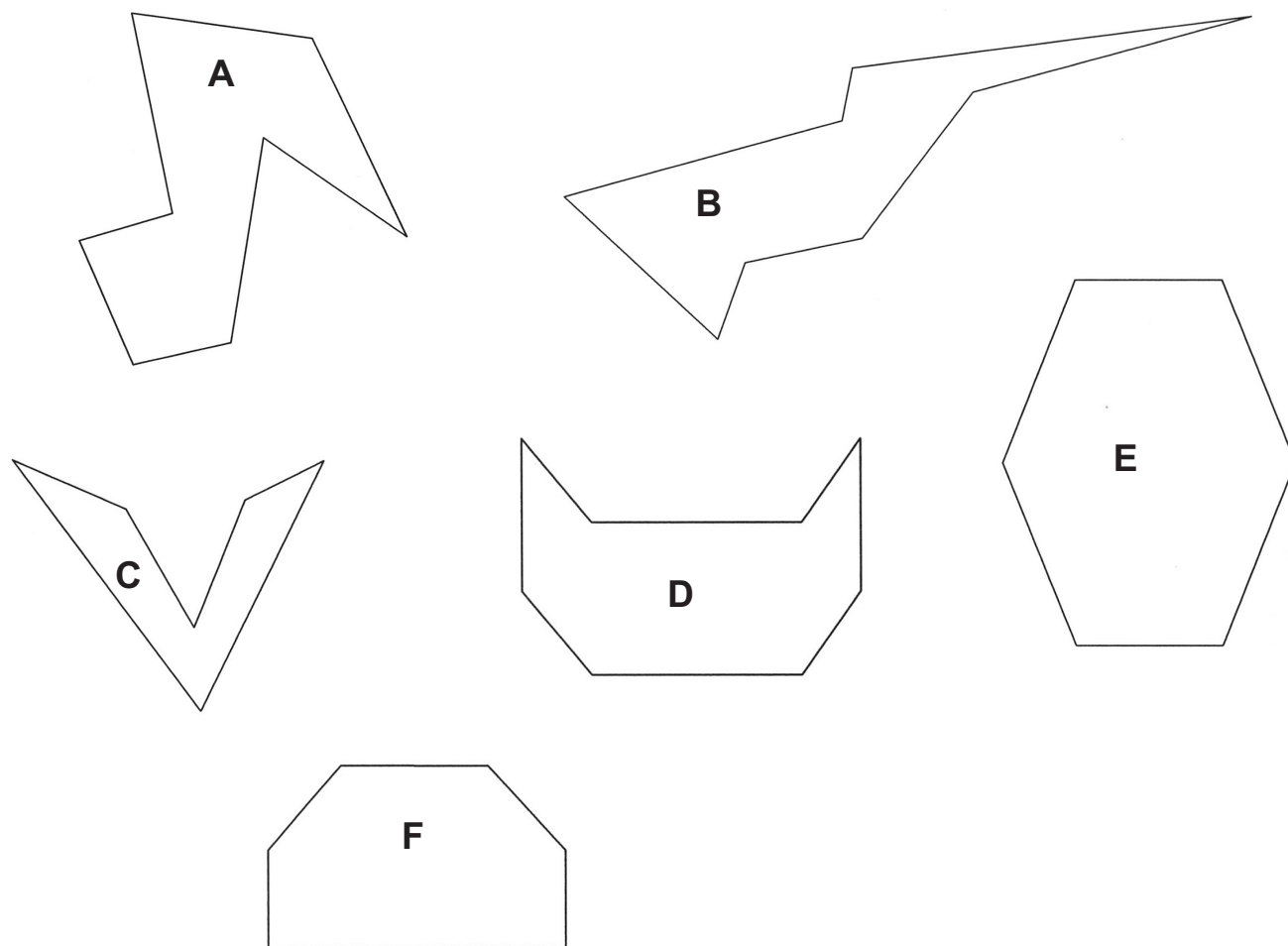
Use the letters to record your sorting.

Objects with 6 faces

Objects with 9 edges

16.

Sort these shapes



Use the letters to record your sorting.

6 vertices	8 vertices



Education and Early
Childhood Development