SAMPLER

(CRS Primary Math)

(100% Common Core-Aligned)

Level Ki – Grade Kindergarten

- ☐ Pre-Post Assessment (Placement) ①
- ☐ Comprehensive Pre-Post Assessment ②
- ☐ Comprehensive Domain Review ③
- ☐ Quik-Piks℠ ④

Level A – Grade 1

- ☐ Pre-Post Assessment (Placement) ⑤
- ☐ Comprehensive Pre-Post Assessment ⑥
- ☐ Comprehensive Domain Review ⑦
- ☐ Quik-Piks℠ ⑧

Level B – Grade 2

- ☐ Pre-Post Assessment (Placement) ⑨
- ☐ Comprehensive Pre-Post Assessment ⑩
- ☐ Comprehensive Domain Review ⑪
- ☐ Quik-Piks℠ ⑫

Advanced Prep (Holiday Prep) ⑬

pREview Book ⑭

Key Components

Pre-Post Assessment (Placement)
Level Ki

16) Hanna had 7 teddy bears. She gave 5 of them to her friend Brit.
How many teddy bears did Hanna have left?

Ⓐ 2 Ⓒ 4

Ⓑ 3 Ⓓ 5 Ⓔ 12

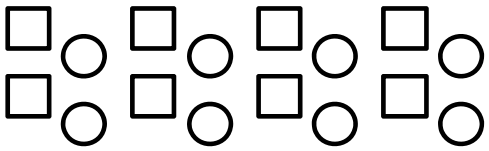
17) There were 9 cookies on the baking sheet.
Ronda puts 2 of the cookies on a plate.
How many cookies were left on the baking sheet?

Ⓐ 5 Ⓒ 7

Ⓑ 6 Ⓓ 8 Ⓔ 11

Continue ➡

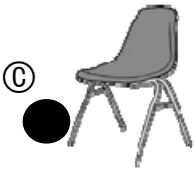
16 How many squares are shown below?



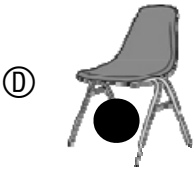
Ⓐ 16
Ⓑ 15
Ⓒ 14
Ⓓ 12
Ⓔ 8

17 Which figure below shows the ball under the chair?

Ⓐ 

Ⓒ 

Ⓑ 

Ⓓ 

Ⓔ 

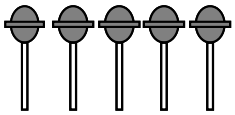
Comprehensive Domain Review
Level Ki

LEVEL Ki
Algebra # 1

1) Jack had 6 slices of cake. He bought 2 more slices of cake. How many slices of cake does he have in all?

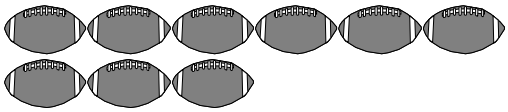
Ⓐ 4 Ⓑ 6 Ⓒ 7 Ⓓ 8 Ⓔ 9

2) Corey had 5 lollipops. He gave 2 to his brother Brad. How many lollipops does Corey have left?



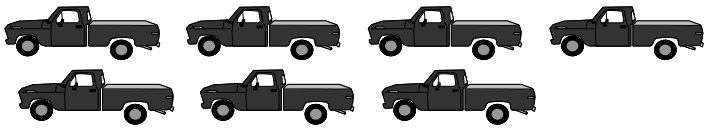
Ⓐ 2 Ⓑ 3 Ⓒ 4 Ⓓ 5 Ⓔ 7

3) Shannon has 6 footballs. Terry has 3 footballs. How many footballs do they have altogether?



Ⓐ 9 Ⓑ 8 Ⓒ 7 Ⓓ 6 Ⓔ 3

4) *Chris Transports* owns 7 trucks. They sold 4 of their trucks. How many trucks do they have left?

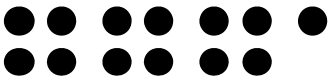


Ⓐ 11 Ⓑ 5 Ⓒ 4 Ⓓ 3 Ⓔ 2

Quik-Piks℠ Level Ki

LEVEL Ki: *QUIK-PIK #18*

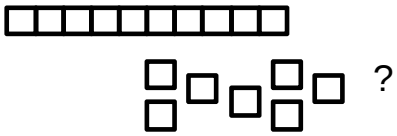
1 Which number is 1 more than thirteen?



Ⓐ twelve Ⓒ fifteen

Ⓑ fourteen Ⓓ sixteen Ⓔ seventeen

2 Which of the numbers below means the same as:



Ⓐ 16 Ⓒ 18

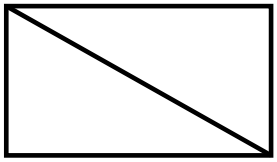
Ⓑ 17 Ⓓ 19 Ⓔ 20

3 Which number below makes the number sentence true?

3 + ? = 10

Ⓐ 9 (o o o o o o o o o)
Ⓑ 8 (o o o o o o o o)
Ⓒ 7 (o o o o o o o)
Ⓓ 6 (o o o o o o)
Ⓔ 5 (o o o o o)

4 Corey put two triangles together.

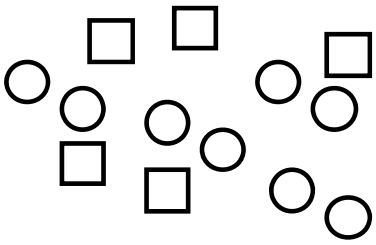


What shape did the triangles form?

Ⓐ rectangle Ⓒ square

Ⓑ cube Ⓓ sphere Ⓔ cylinder

5 How many circles are shown below?



Ⓐ 6 Ⓑ 7 Ⓒ 8 Ⓓ 9 Ⓔ 13

LEVEL A: PRE/POST ASSESSMENT
(CRS-Placement)

37) Corey had 3 toy airplanes. His mom gave him 4 more toy airplanes.
How many toy airplanes does he now have?

Ⓐ 7 Ⓒ 9

Ⓑ 8 Ⓓ 10 Ⓔ 34

38) Margaret has 3 flowers. She picks 3 more flowers.
How many flowers does Margaret have now?

Ⓐ 7 Ⓒ 5

Ⓑ 6 Ⓓ 4 Ⓔ 3

39) James has 7 red pencils and 2 blue pencils.
How many more red pencils than blue pencils does James have?

Red: 

Blue: 

Ⓐ 72 Ⓒ 9

Ⓑ 27 Ⓓ 5 Ⓔ 4

Continue ➡

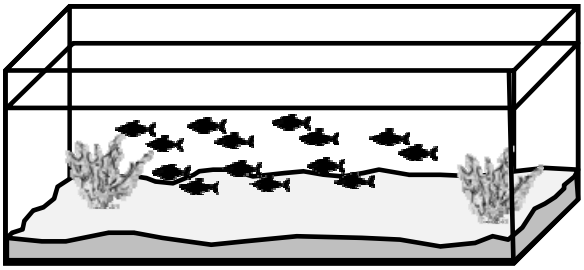
19 Joel has 6 crayons. Brendon has 7 crayons. Corey has 3 crayons.

Which equation shows how many crayons they have altogether?

Ⓐ 6 + 7 + 3 = 16
Ⓑ 7 + 3 = 10
Ⓒ 6 + 7 = 13
Ⓓ 6 + 7 – 3 = 10
Ⓔ 6 + 7 + 3 = 17

20 Count by 2's to find the number of fish in the tank.

How many fish are there altogether?



Ⓐ 20
Ⓑ 18
Ⓒ 16
Ⓓ 14
Ⓔ 13

LEVEL A
Number and Operations in Base Ten # 6

Add the numbers below. Complete the charts.

	Problem	Work
Example	80 +14 94	80 + 0 10 + 4 90 + 4 = 94
1	60 +13	60 + 0 10 + 3
2	70 +14	+ + _____
3	70 +11	+ + _____
4	60 +11	+ + _____
5	50 +16	+ + _____

	Problem	Work
Example	79 +15 94	70 + 9 10 + 5 80 + 14 = 94
6	19 +54	10 + 9 50 + 4
7	35 +49	+ + _____
8	47 +34	+ + _____
9	42 +29	+ + _____
10	56 +39	+ + _____

Quik-Piks℠ Level A

LEVEL A: *QUIK-PIK* # *15*

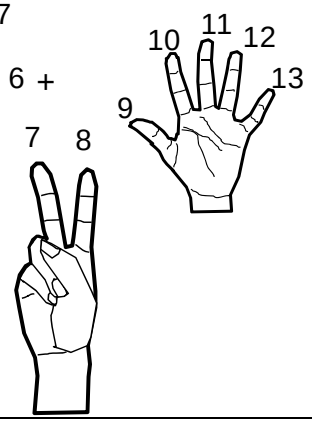
1 Circle the greatest number in each row in the table below.

74	or	47
84	or	48
49	or	94
35	or	53
45	or	54
56	or	65

2 Count on to calculate the sums.

Example: 6 + 7

1 + 7 = ___
3 + 7 = ___
5 + 7 = ___
2 + 7 = ___
4 + 7 = ___
7 + 7 = ___

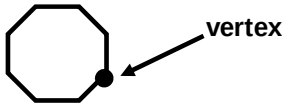


3 How much money is shown below?

Ⓐ 1 cent Ⓒ 5 cents

Ⓑ 2 cents Ⓓ 10 cents Ⓔ 25 cents

4 The arrow points at the **vertex** of an octagon. How many **vertices** does an octagon have?



Ⓐ 9 Ⓒ 7

Ⓑ 8 Ⓓ 6 Ⓔ 5

5 The boys brought 31 *Jaw Breakers* to school. The girls brought 10 *Jaw Breakers* to school. How many *Jaw Breakers* did the boys and girls bring altogether?

Jaw Breakers Brought to School	
Boys	
Girls	

Answer:_____

Key
 = 10 jaw breakers

LEVEL B: PRE/POST ASSESSMENT
(CRS-Placement)

43) Joe and Tara want to ride their bikes 8 miles.
They have already traveled 3 miles.

Which number sentence shows the number of miles they have left to go?

Ⓐ 8 + 3 = □ Ⓒ 8 - 3 = □

Ⓑ 3 + 8 = □ Ⓓ 8 × 3 = □ Ⓔ 11

44) Theresa had 50 sheets of paper. She gave 7 pieces to Myra.

How many pieces of paper does Theresa have left?

Ⓐ 43 Ⓒ 33

Ⓑ 37 Ⓓ 18 Ⓔ 57

45) There are 8 yellow houses, 4 gray houses and 6 white houses on Seabay Road.

How many houses are there in total?

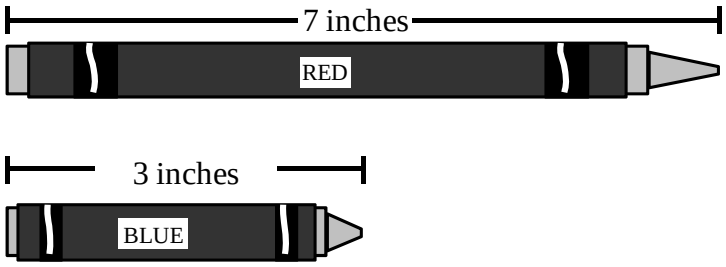
Ⓐ 8 Ⓒ 18

Ⓑ 12 Ⓓ 21 Ⓔ 84

Continue ➡

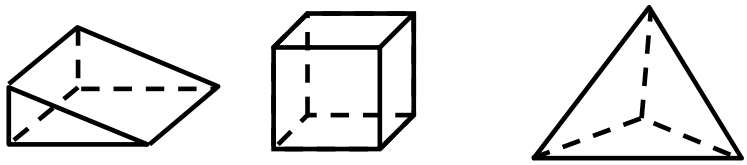
23 Adam has 2 crayons.

How much **longer** is the red crayon than the blue crayon?



Ⓐ 3 inches
Ⓑ 4 inches
Ⓒ 7 inches
Ⓓ 10 inches
Ⓔ 12 inches

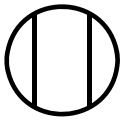
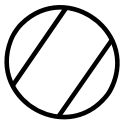
24 How many faces does the **cube** have?



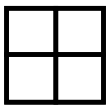
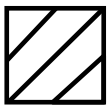
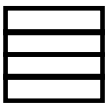
Ⓐ 8
Ⓑ 6
Ⓒ 5
Ⓓ 4
Ⓔ 3

LEVEL B
Geometry # 3

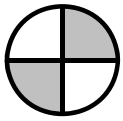
1) Which figure shows equal thirds?

Ⓐ  Ⓑ  Ⓒ  Ⓓ 

2) Which figure does **NOT** show equal fourths?

Ⓐ  Ⓑ  Ⓒ  Ⓓ 

What part of the figures below is shaded?

3) 
Ⓐ $\frac{2}{2}$ Ⓑ $\frac{2}{4}$ Ⓒ $\frac{2}{3}$ Ⓓ $\frac{1}{4}$ Ⓔ $\frac{1}{3}$

4) 
Ⓐ $\frac{1}{4}$ Ⓑ $\frac{1}{3}$ Ⓒ $\frac{3}{1}$ Ⓓ $\frac{4}{1}$ Ⓔ $\frac{3}{4}$

5) 
Ⓐ $\frac{1}{2}$ Ⓑ $\frac{1}{3}$ Ⓒ $\frac{2}{3}$ Ⓓ $\frac{3}{3}$ Ⓔ $\frac{3}{2}$

6) 
Ⓐ $\frac{2}{3}$ Ⓑ $\frac{2}{5}$ Ⓒ $\frac{1}{5}$ Ⓓ $\frac{3}{5}$ Ⓔ $\frac{2}{4}$

LEVEL B: *QUIK-PIK # 15*

1 Find the following differences. Make sure you include the unit.

A	18 inches – 9 inches = **9 inches**
B	14 feet – 9 feet =
C	15 inches – 6 inches =
D	17 cm – 9 cm =
E	13 meters – 8 meters =

2 Circle the next number below according to the pattern.

31	32	33	34	35
36	37	38	39	40
41	42	43	44	45
46	47	48	49	50
51	52	53	54	55
56	57	58	59	60

3 The tool below can measure which of the following?

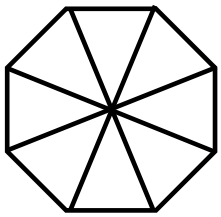
Ⓐ the temperature of a bear

Ⓑ the amount of water on a driveway

Ⓒ the length of a driveway

Ⓓ the weight of a bear

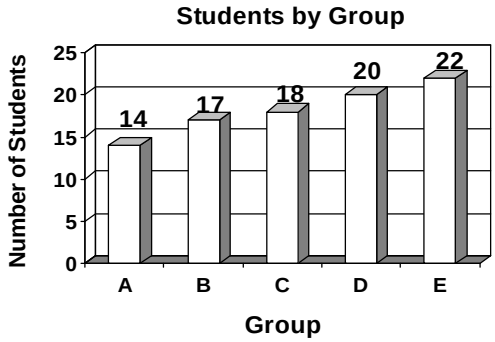
4 How many triangles make up the octagon?



Ⓐ 4 Ⓒ 5

Ⓑ 7 Ⓓ 6 Ⓔ 8

5 Which group has an odd number of students?



Ⓐ Group A Ⓑ Group B Ⓒ Group C Ⓓ Group D Ⓔ Group E

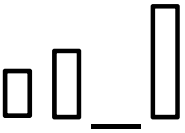
LEVEL A: MATHEMATIC APPLICATION

ADVANCED SET #3

7) What is the length of the line segment below?

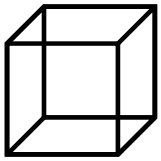
Ⓐ 2 cm Ⓑ 3 cm Ⓒ 4 cm
Ⓓ 5 cm Ⓔ 10 cm

8) Which shape fits into the space below?



Ⓐ 
Ⓑ 
Ⓒ 
Ⓓ 
Ⓔ NH

9) What is the name of the solid figure?



Ⓐ cone Ⓑ sphere
Ⓒ cube Ⓓ cylinder
Ⓔ NH

10) Vernon has 2 dimes. Stuart has a quarter and a nickel. How much money do they have altogether?

Ⓐ 50¢ Ⓑ 45¢ Ⓒ 40¢
Ⓓ 4¢ Ⓔ NH

A 1 Number and Operations

pREview

Concept: Regrouping Addition Facts **Grade Cluster: K-2**

Definition: A single-digit whole number that when added to another single-digit whole number, results in a double-digit whole number.

Hook(s)/Quik-Pt(s): 1) 45 Must Know Regrouping Addition Facts

Set 1	*Set 2*	*Set 3*	*Set 4*	*Set 5*	*Set 6*	*Set 7*	*Set 8*	*Set 9*
18	17	16	15	14	13	12	11	10
9 + 9	8 + 9	7 + 9	6 + 9	5 + 9	4 + 9	3 + 9	2 + 9	1 + 9
	9 + 8	8 + 8	7 + 8	6 + 8	5 + 8	4 + 8	3 + 8	2 + 8
		9 + 7	8 + 7	7 + 7	6 + 7	5 + 7	4 + 7	3 + 7
			9 + 6	8 + 6	7 + 6	6 + 6	5 + 6	4 + 6
				9 + 5	8 + 5	7 + 5	6 + 5	5 + 5
					9 + 4	8 + 4	7 + 4	6 + 4
						9 + 3	8 + 3	7 + 3
							9 + 2	8 + 2
								9 + 1

2) Have students make study cards for the facts that need additional practice.

Example: Sandy added two single-digit whole numbers. The sum of the two numbers was 18. What number could she have added?

a) 1 b) 4 c) 8 d) 9 e) 12

Workspace: Looking at the 45 Must Know Regrouping Addition Facts 9 + 9.

Answer: d) 9

Key Components

EDA's supplemental instructional materials are standards-based and designed to provide information to facilitate teacher planning, confirm student mastery, and prepare students to be successful on high-stakes assessments.

Our highly-effective supplemental materials include:

- **Results & Researched-based Practices/Strategies**
- **Ongoing Assessment and Monitoring Systems**
- **Comprehensive Student Achievement Data Analyses**
- **Curriculum Integration Plans / Curriculum Maps**
- **Professional Development for School Administrators and Teachers**
- **In-class Demonstrations / Instructional Modeling**
- **Instructional Exchange Sessions / Data Review Sessions**
- **Process-Embedded Supplemental Materials**
- **Interactive Parental Workshops**