Eureka Math
Assessment Packet

Grade 1
Modules 3 & 4

Module 3

    End-of-Module Assessment   Qty: 30

Module 4

    Mid-Module Assessment   Qty: 30
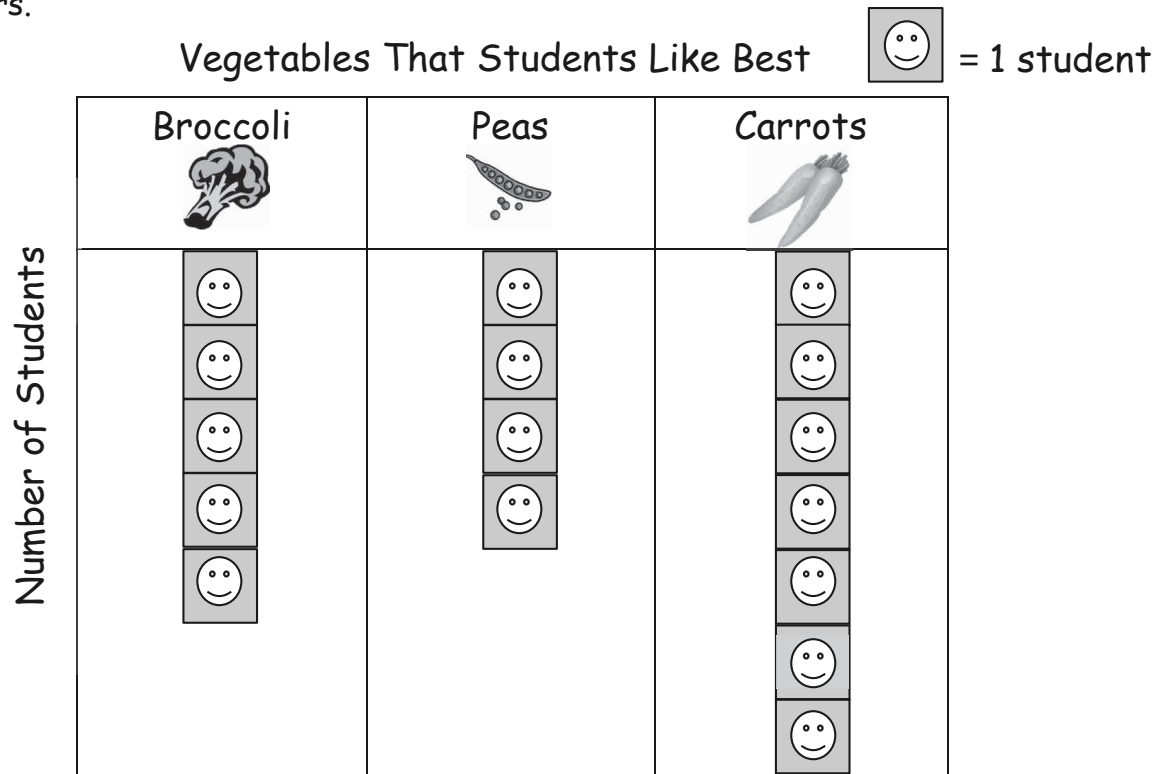   End-of-Module Assessment   Qty: 30

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Name _____   Date _____

1. Each student in the class put a sticky note on the graph to show the vegetable he likes best. Use the graph below to answer the questions. Remember to label your answers.

Vegetables That Students Like Best   ☺ = 1 student

Broccoli	Peas	Carrots
☺	☺	☺
☺	☺	☺
☺	☺	☺
☺	☺	☺
☺		☺
		☺
		☺

Number of Students

a. How many students like carrots the best?   _____

b. How many students like carrots and peas the best?   _____

c. How many total students answered the survey?   _____

d. How many more students like broccoli than like peas the best?

_____

e. How many fewer students like broccoli than like carrots the best?
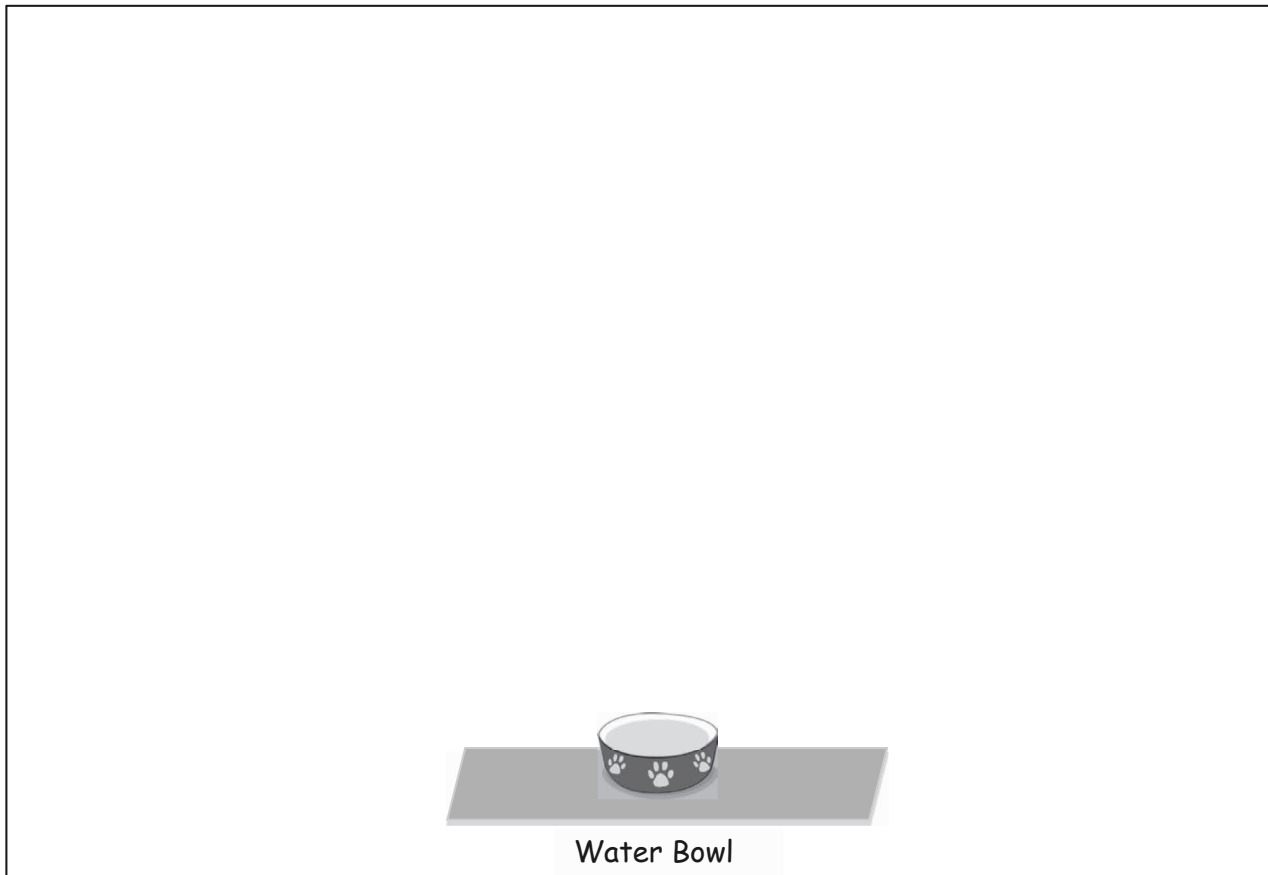
_____

2. Cesar has a piece of string that he wants to use to compare how far his cat's bed

and his dog's bed are from their shared water bowl.

- The string is a lot **longer** than the dog's path to the bowl.

- The string is a lot **shorter** than the cat's path to the bowl.

Whose path is shorter to the water bowl, the dog's or the cat's? Draw a picture to show how you know.

Water Bowl

3. Circle the pictures that show a correct measurement. ☐ is a centimeter cube.

a.

3 centimeters

b.

4 centimeters

c.

5 centimeters

d.

2 paper clips

e.

3 paper clips
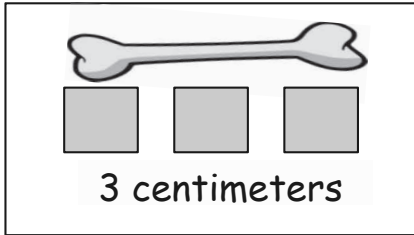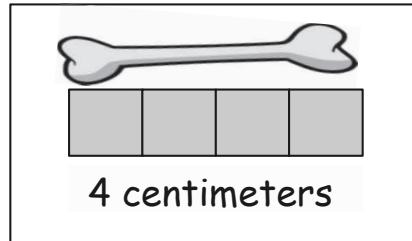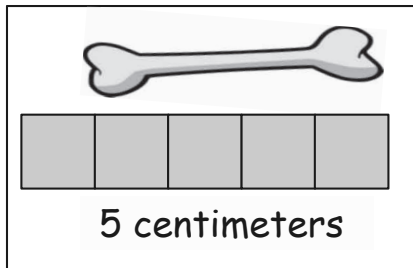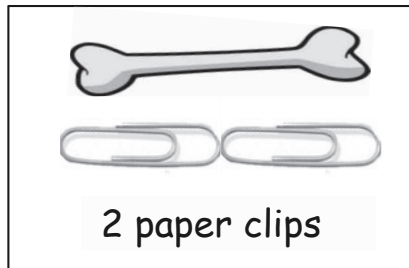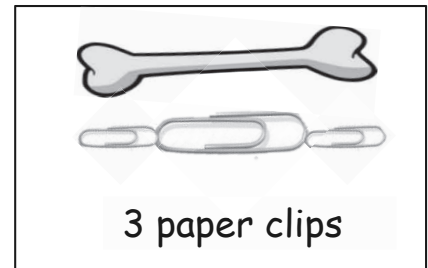
a. Why did you pick these pictures? Explain your thinking with two reasons.

_____

_____

b. What was the length measurement of the **bone** for each correct picture?

_____

c. Why are the measurements for (d) and (e) different?

_____

_____

4. Measure the length of the picture of each item with centimeter cubes.

    a.

_____ centimeters
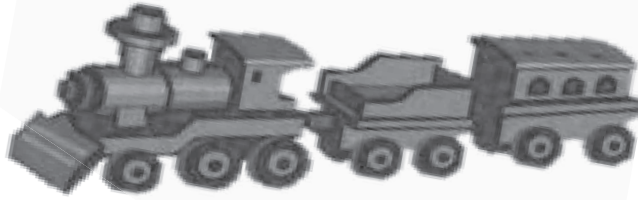
_____ centimeters
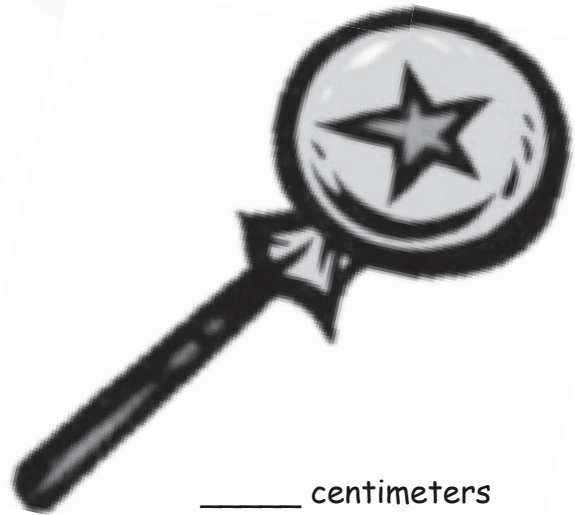
_____ centimeters

b. Order the train, pencil, and lollipop from shortest to longest.

_____

c. Which item, or items, is longer than the lollipop?

_____

d. How much longer is the pencil than the train?

_____

EUREKA
MATH™

Name _____   Date _____

1. Fill in the missing numbers in the sequence.

   | 16, _____, 18, _____, _____ |

   | 39, 38, _____, 36, _____, _____ |

   | 36, _____, _____, 39, _____ |

   | 23, 22, _____, _____, _____ |

2. Write the number as tens and ones in the place value chart, or use the place value chart to write the number.

   a. 31

tens	ones

   b. 19

tens	ones

   c. _____

tens	ones
2	6

   d. _____

tens	ones
1	5

3. Some numbers have been placed below in order from 0 to 40.

   a. Place the numbers from the rectangle in order between the tens.

3	22	19	29	35

   0   10   20   30   40

   b. Shade in the tens or the ones on the place value charts below to show which digit you looked at to help you put the pair of numbers in order from least to greatest.

tens	ones
2	2

tens	ones
2	9

tens	ones
2	9

tens	ones
3	5

4. Complete each sentence.

   a. 39 is _____ tens and _____ ones.

   b. 40 = _____ tens _____ ones.

   c. 2 tens and 3 ones is the same as _____ ones.

5. Match the equal amounts.

   a. 21   40 ones

   b. 4 tens   3 tens 6 ones

   c. 36 ones   1 ten 2 ones

   d. 12 ones   2 tens 1 one

6. a. Circle the number in each pair that is *greater*.

32 40		33 28

   b. Circle the number in each pair that is *less*.
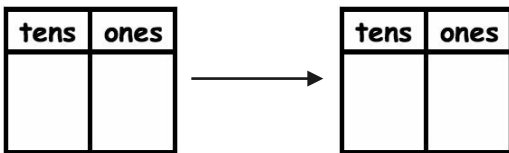
36 20		21 12

7. Use <, =, or > to compare the pairs of numbers.

   a. 3 tens 5 ones $\bigcirc$ 2 tens 8 ones

   b. 30 $\bigcirc$ 3

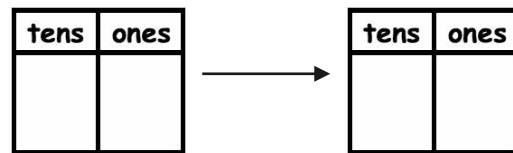   c. 23 $\bigcirc$ 32

   d. 19 $\bigcirc$ 21

8. Erik thinks 32 is greater than 19. Is he correct? Draw and write about tens and ones to explain your thinking.

9. Find the mystery numbers. Use the arrow way to explain how you know.

a. 10 more than 19 is _____.

tens	ones

→

tens	ones

b. 10 less than 19 is _____.

tens	ones

→

tens	ones

c. 1 more than 19 is _____.

tens	ones

→

tens	ones

d. 1 less than 19 is _____.

tens	ones

→
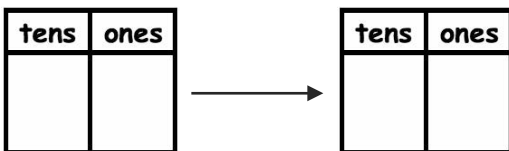
tens	ones
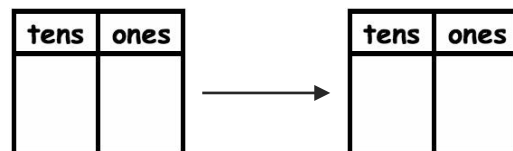
10. Beth said 30 − 20 is the same as 3 tens − 2 tens. Is she correct? Explain your thinking.

11. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work.

a. 30 + 6 = _____	b. 3 tens — _____ = 1 ten
c. 11 + 10 = _____	d. 40 — 30 = _____
e. 17 + 20 = _____	f. 20 + _____ = 40
g. 15 + _____ = 35	h. 2 tens + 1 ten 2 ones = _____

Name _____   Date _____

1. Use the RDW process to solve the following problems. Write the answer in the place value chart.

    a. Maria is having a party for 17 of her friends. She already invited some friends. She has 12 more invitations to send. How many friends has she already invited?

        Maria already invited _____ friends.

tens	ones

    b. Maria bought 11 red balloons and 8 white balloons. How many balloons did she buy?

        Maria bought _____ balloons.

tens	ones

    c. Maria had 17 friends at her party. Some of them went outside to see the piñata. There were 4 friends remaining in the room. How many friends went outside?

        _____ friends went outside.

tens	ones

2. Fill in the missing numbers in each sequence:

a. 27, 28, _____, _____, _____, 32   b. _____, 17, _____, 19, _____

3. a. Mark says that 34 is the same as 2 tens and 14 ones. Suki says that 34 is the same as 34 ones. Are they correct? Explain your thinking.

b. Use <, =, or > to compare the pairs of numbers.

   i. 3 tens ◯ 25 ones   ii. 1 tens 14 ones ◯ 2 tens 4 ones

   iii. 33 ◯ 2 tens 12 ones   iv. 26 ◯ 1 ten 25 ones

c. Find the mystery numbers. Use the place value charts to show how you know.

   10 more than 29 is _____.   10 less than 29 is _____.

tens	ones		tens	ones

tens	ones		tens	ones

   1 more than 29 is _____.   1 less than 29 is _____.

tens	ones		tens	ones

tens	ones		tens	ones

4. Solve for each unknown number. Use the space provided to draw quick tens, a number bond, or the arrow way to show your work. You may use your kit of ten-sticks if needed.

a. 18 + 3 = _____	b. 28 + 10 = _____	c. 40 — 30 = _____
d. 28 + 2 = _____	e. 28 + 6 = _____	f. 28 + 12 = _____
g. 15 + 15 = _____	h. 19 + 14 = _____	i. 16 + 18 = _____