*GO Math!* Grade 1 Chapter Test Alignment

This assessment guidance is designed as a companion to the [Go Math K-5 Guidance Documents](http://achievethecore.org/page/2853/go-math-k-5-guidance-documents).  It provides support for modifying *GO Math!* Chapter Tests to align to the changes recommended in the Guidance Documents.  The changes include rationale, often guided by the Rule of Thumb for Assessments, provided in Part 2 of the Guidance documents:

* Eliminate any questions aligned to lessons/content that have been deleted.
* Add vetted questions aligned to lessons that have been added.
* Remove any directions in questions that require a specific strategy or model. Note: This is the only modification we will be making to questions.

In addition, the aspect(s) of rigor targeted by the standards for the chapter has been identified.  Some changes to questions are based on alignment to the appropriate aspect of rigor.

**Chapter 1**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

 Conceptual Understanding

✓Application

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| **Grade 1 / Chapter 1: Addition Concepts** |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Modify | Remove pictures. | Assessment Rule of Thumb: Question requires a specific model. |
| 2 | Modify | Remove pictures. Say/Write- “There are 4 worms and 2 more worms. Use pictures, words, or numbers to show how many worms.” | Assessment Rule of Thumb: Question requires a specific strategy. |
| 3 | Keep |  |  |
| 4 | Delete |  | Guidance document: Lesson deleted |
| 5 | Keep |  |  |
| 6 | Modify | Delete all text. Add “solve.” | Aspects of Rigor: The tagged standard (1.OA.A.1) requires Application, but giving the equations makes this a procedural skill problem. Therefore, the revised item should be re-tagged as 1.OA.C.6 |
| 7 | Modify |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Modify | Delete bar model. | Assessment Rule of Thumb: Question requires a specific model.  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |

**Chapter 2**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

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| Grade 1 / Chapter 2: Subtraction Concepts |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Modify | Remove first two sentences. Replace with “There are 8 bugs. 3 walk away. Write how many there are now.” | Assessment Rule of Thumb: Question requires a specific strategy. |
| 2 | Modify | Remove “Circle the part you take away from the group. Then cross it out.” Remove diagramReplace with “There are 5 bees. 3 bees fly away. Write how many bees are left.” | Assessment Rule of Thumb: Question requires a specific strategy. |
| 3 | Modify | Remove “Circle the part you take away from the group. Then cross it out.” Replace with “There are 4 flies. 2 flies fly away. Write how many flies are left.” | Assessment Rule of Thumb: Question requires a specific strategy. |
| 4 | Keep |  |  |
| 5 | Modify | Delete the first sentence of the item and the diagram. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 6 | Modify | Delete first paragraph of directions and bar model.  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 7 | Keep | Question aligns to 1.OA.A.1 |  |
| 8 | Modify | Remove bar model and first paragraph of directions.  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 9 | Delete |  | Aspects of Rigor: The standard targets conceptual understanding, but this is an application question |
| 10 | Keep |  |  |
| 11 | Modify | Remove first two sentences of stem.  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 12 | Keep |  |  |

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| Questions to be added: |
| Added Lesson | Source | Question  |
| Replace #9 | [EngageNY, Grade 1, Module 1, End of Module Assessment: #1](https://www.unbounded.org/math/grade-1/module-1) |  |

**Chapter 3**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

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| Grade 1 / Chapter 3: Addition Strategies**Note: On this test, questions that require a specific strategy or model have been deleted or modified in order to get evidence of the standards. However, students should still be encouraged to use representations to help them, as needed.** |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Delete |  |  |
| 2 | Keep |  |  |
| 3 | Delete |  | Guidance document: Lesson deleted |
| 4 | Delete |  | Guidance document: Lesson deleted |
| 5 | Delete |  | Guidance document: Lesson deleted |
| 6 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 7 | Keep |  |  |
| 8 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 9 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 10 | Modify | Keep first sentence and delete the rest of the text. Add in “Write an addition sentence to show the sum.” Delete the equations with the boxes. | Assessment Rule of Thumb: Question requires a specific model. |
| 11 | Delete |  |  |
| 12 | Modify | Delete “Draw a picture of the apples.” | Assessment Rule of Thumb: Question requires a specific strategy. |

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| Questions to be added: |
| Added Lesson | Source | Question  |
| 3.9.2; and replacing several questions that required a specific strategy | [EngageNY, Grade 1, Module 1, End of Module Assessment: #4](https://www.unbounded.org/math/grade-1/module-1) |  |
|  | Adapted from [EngageNY, Grade 1, Module 1, Mid Module Assessment: #3](https://www.unbounded.org/math/grade-1/module-1) | Look at the party picture!Write at least two addition sentences using 3, 6 and 9 that describe the party picture.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | [EngageNY, Grade 1, Module 1, Mid Module Assessment: #2](https://www.unbounded.org/math/grade-1/module-1) |  |

**Chapter 4**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

 Conceptual Understanding

✓Application

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| Grade 1 / Chapter 4: Subtraction Strategies**Note: On this test, questions that require a specific strategy or model have been deleted or modified in order to get evidence of the standards. However, students should still be encouraged to use representations to help them, as needed.** |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Modify | Delete first two sentences and the ten frames. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 5 | Delete |  | Assessment Rule of Thumb: Question requires a specific model. |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Modify | Delete sentence and model.  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 10 | Delete |  | Assessment Rule of Thumb: Question requires a specific strategy. |
| 11 | Modify | Delete sentence “Draw a picture to help you subtract.”Delete second part of the item. | Assessment Rule of Thumb: Question requires a specific strategy. |

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| Questions to be added: |
| Added Lesson | Source | Question  |
|  | Adapted from [EngageNY, Grade 1, Module 1, Topic G, Lesson 26 Problem Set](https://www.unbounded.org/math/grade-1/module-1/topic-g): #5 & #6  | Solve.Note: The directions have been removed from this question based on the Assessment Rule of Thumb: Question requires specific strategy. |

**Chapter 5**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

✓Application

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| Grade 1 / Chapter 5: Addition and Subtraction Relationships  |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Modify | Delete bar model diagram. | Assessment Rule of Thumb: Question requires a specific model. |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Modify | Delete all text and picture of cubes. Add “Write the numbers that make the number sentence true.” | Assessment Rule of Thumb: Question requires a specific model. |
| 6 | Keep |  |  |
| 7 | Keep | Delete “draw a picture” from the last sentence. | Assessment Rule of Thumb: Question requires a specific strategy. |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Modify | Delete bar model diagram. | Assessment Rule of Thumb: Question requires a specific model. |

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| Questions to be added: |
| Added Lesson | Source | Question  |
| 5.7.1 | Illustrative Mathematics 1.OA Maria’s Marbles |  |

**Chapter 6**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓Procedural Skill/Fluency

✓Conceptual Understanding

 Application

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| Grade 1 / Chapter 6: Count and Model Numbers |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Delete |  | Guidance document: Lesson deleted |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Delete |  | Not aligned to standard, 1.NBT.A only requires students to work with 2-digit numbers. |
| 11 | Keep |  |  |
| 12 | Keep |  |  |

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| Questions to be added: |
| Added Lesson | Source | Question  |
|  | [EngageNY, Grade 1, Module 4, Mid Module Assessment](https://www.unbounded.org/math/grade-1/module-4): #4 | Note: 1.NBT.B.2 |

**Chapter 7**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

 Procedural Skill/Fluency

✓Conceptual Understanding

 Application

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| Grade 1 / Chapter 7: Compare Numbers |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |

**Chapter 8**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓ Procedural Skill/Fluency

Conceptual Understanding

Application

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| Grade 1 / Chapter 8: Two Digit Addition and Subtraction |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Delete |  | Guidance document: Lesson deleted |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Modify | Delete hundred chart and directions referring to the hundred chart. | Assessment Rule of thumb: Question requires a specific strategy. |
| 5 | Modify | Delete text and picture. Directions should say “Add.” | Assessment Rule of thumb: Question requires a specific strategy. |
| 6 | Modify | Delete text and picture. Directions should say “Add.” | Assessment Rule of thumb: Question requires a specific strategy. |
| 7 | Keep |  |  |
| 8 | Delete |  | Guidance document: Lesson deleted |
| 9 | Keep |  |  |
| 10 | Modify | Add “14+23=\_\_” | Aspects of Rigor: The standard targets conceptual understanding, but this is an application question. |
| 11 | Delete |  | Not aligned to 1.NBT.C.4 |
| 12 | Keep |  |  |

**Chapter 9**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

✓ Procedural Skill/Fluency

Conceptual Understanding

Application

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| Grade 1 / Chapter 9: Measurement |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |

**Chapter 10**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

Procedural Skill/Fluency

 Conceptual Understanding

✓ Application

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| Grade 1 / Chapter 10: Represent Data |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |
| 11 | Keep |  |  |
| 12 | Keep |  |  |

**Chapter 11**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

 Procedural Skill/Fluency

 Conceptual Understanding

✓ Application

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| Grade 1 / Chapter 11: Three Dimensional Geometry |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5 | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Keep |  |  |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |

**Chapter 12**

Based on the standards addressed in the chapter, this assessment should address the following aspects of rigor:

 Procedural Skill/Fluency

 Conceptual Understanding

✓ Application

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| Grade 1 / Chapter 12: Two Dimensional Geometry |
| Problem # | Action (Keep/Modify/Delete) | Details for the Action | Rationale |
| 1 | Keep |  |  |
| 2 | Keep |  |  |
| 3 | Keep |  |  |
| 4 | Keep |  |  |
| 5. | Keep |  |  |
| 6 | Keep |  |  |
| 7 | Delete |  | Guidance document: Lesson deleted |
| 8 | Keep |  |  |
| 9 | Keep |  |  |
| 10 | Keep |  |  |