

GPS Grade 1 Sample Questions

The Georgia Department of Education has developed sample questions, in a multiple choice format, to illustrate the types of questions that might be seen on a standardized test such as the CRCT.

These are not intended to be a comprehensive means of assessment; instead teachers should use a variety of methods and strategies for assessing students. Tasks within the GPS frameworks along with additional resources including textbooks also offer a diverse assortment of assessments.

Unit 1: Routines and Data

KEY STANDARDS:

M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100. (*This unit will use numbers up to 30.*)

- Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.
- Correctly count and represent the number of objects in a set using numerals.
- Compare small sets using the terms greater than, less than, and equal to ($>$, $<$, $=$).
- Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.

M1D1. Students will create simple tables and graphs and interpret them.




- Interpret tally marks, picture graphs and bar graphs.
- Organize and record data using objects, pictures, tally marks, and picture graphs.

1. (M1D1a)

The table below is a record of students' favorite stickers.

Favorite Sticker	Number of students
Snowflakes	II
Hearts	III
Stars	###

Does the graph below correctly display the data recorded in the table?

Favorite Sticker	
Hearts	
Snowflakes	
Stars	

A. yes

B. no

Answer: B

Continued...

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Unit 1: Routines and Data

KEY STANDARDS:

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- a. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.
- b. Correctly count and represent the number of objects in a set using numerals.
- c. Compare small sets using the terms greater than, less than, and equal to ($>$, $<$, $=$).
- d. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.

M1D1. Students will create simple tables and graphs and interpret them.

- a. Interpret tally marks, picture graphs and bar graphs.
- b. Organize and record data using objects, pictures, tally marks, and picture graphs.

2. (M1N1c)

What number is 4 more than 21?

- A. 26
- B. 25
- C. 17
- D. 16

3. (M1N1a)

Alan's dog is 12 years old. Which of these is another way to say 12?

- A. 3 tens
- B. 2 tens + 1 one
- C. 1 ten + 2 ones

2. Answer: **B**

3. Answer: **C**

GPS Grade 1 Sample Questions

Unit 2: Understanding Operations

KEY STANDARDS:

M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

- Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.
- Correctly count and represent the number of objects in a set using numerals.
- Compare small sets using the terms greater than, less than, and equal to ($>$, $<$, $=$).
- Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters, and count out a combination needed to purchase items less than a dollar.
- Identify bills (\$1, \$5, \$10, \$20) by name and value and exchange equivalent quantities by making fair trades involving combinations of bills and count out a combination of bills needed to purchase items less than twenty dollars.

M1N2. Understand place value notation for the numbers between 1 and 100.

(Discussions may allude to 3-digit numbers to assist in understanding place value.)

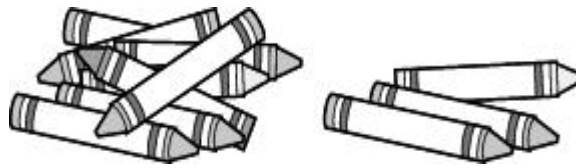
- Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value.
- Decompose numbers between 11 and 19 as one ten and the appropriate number of ones.

M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.

- Identify one more than, one less than, 10 more than, and 10 less than a given number.
- Skip-count by 2's, 5's, and 10's forward and backwards – to and from numbers up to 100.

1. (M1N3h)

Stan had 8 crayons. Susan gave him 3 more.



How many crayons does Stan have now?

- 5
- 8
- 11

2. (M1N1e)

Look at the coins shown in the circle below.



Which group of coins is worth the same as the coins in the circle?



1. Answer: C

2. Answer: B

Continued...

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- c. Compose/decompose numbers up to 10 -- “break numbers apart”, e.g., 8 is represented as $4 + 4$, $3 + 5$, $5 + 2 + 1$, and $10 - 2$).
- d. Understand a variety of situations to which subtraction may apply: taking away from a set, comparing two sets, and determining how many more or how many less.
- e. Understand addition and subtraction number combinations using strategies such as counting on, counting back, doubles and making tens.
- f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)
- g. Apply addition and subtraction to 2 digit numbers without regrouping (e.g. $15 + 4$, $80 - 60$, $56 + 10$, $100 - 30$, $52 + 5$).
- h. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.

M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams.

- a. Use informal strategies to share objects equally between two to five people.

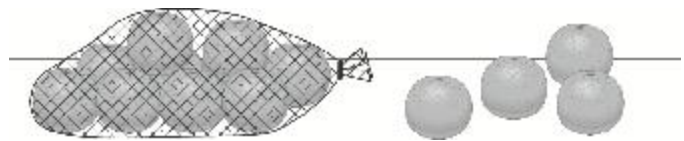
3. (M1N3h)

Lisa had four peanuts and Gina had three peanuts. Which number sentence shows how many peanuts they had altogether?

- A. $4 + 3 = 7$
B. $4 - 3 = 1$
C. $4 = 3$

4. (M1N2b)

The bag of oranges shown below has ten oranges in it.



How many oranges are there in all?

- A. 5
B. 12
C. 14

5. (M1N3d)

Perdita cut 16 pictures of animals out of an old magazine. She used seven of them in a report on big cats. How many pictures did she have left?

- A. nine
B. eight
C. seven

1. Answer: A 2. Answer: C 3. Answer: A

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6. (M1N3h)

Mike walked 3 blocks to school. Frank walked 6 blocks. Cary walked 2 blocks. How many blocks did Mike and Cary walk altogether?

- A. 5 blocks
- B. 8 blocks
- C. 11 blocks

7. (M1N2b)

Which number shows seven tens and three ones?

- A. 73
- B. 37
- C. 10

6. Answer: A

7. Answer: A

GPS Grade 1 Sample Questions

Unit 3: Fun with Shapes

KEY STANDARDS:

M1G1. Students will study and create various two and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them.

- Build, draw, name, and describe triangles, rectangles, pentagons, and hexagons.
- Build, represent, name, and describe cylinders, cones, and rectangular prisms (objects that have the shape of a box).
- Create pictures and designs using shapes, including overlapping shapes.

M1G2. Students will compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners.

M1G3. Students will arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of).

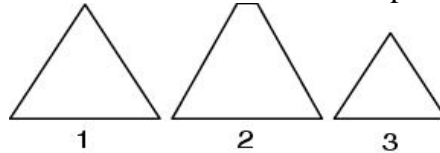
M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.

- Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.

M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams.

1. (M1G2)

Which two have the same shape?



- shapes 1 and 2
- shapes 1 and 3
- shapes 2 and 3

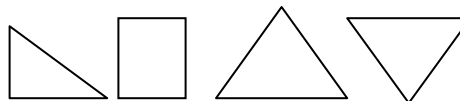
2. (M1G3)

Which letter comes just before the D in this row?
X R S D Q L P

- Q
- R
- S

3. (M1G2)

Which figure does not belong?



-
-
-
-

1. Answer: **B** 2. Answer: **C** 3. Answer: **B**

GPS Grade 1 Sample Questions

Unit 4: How Can I Measure and Compare

KEY STANDARDS:

M1M1. Students will compare and/or order the length, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit.

- a. Directly compare length, weight, and capacity of concrete objects.
- b. Estimate and measure using a non-standard unit that is smaller than the object to be measured.
- c. Measure with a tool by creating a “ruled” stick, tape, or container by marking off ten segments of the repeated single unit.

M1M2. Students will develop an understanding of the measurement of time.

- a. Tell time to the nearest hour and half hour and understand the movement of the minute hand and how it relates to the hour hand.
- b. Begin to understand the relationship of calendar time by knowing the number of days in a week and months in a year.
- c. Compare and/or order the sequence or duration of events (e.g., shorter/longer and before/after).

1. (M1M2a)

At 5:30 p.m., Greg’s mom said that they will eat in an hour. What time will they eat?

- A. 5:00 p.m.
- B. 6:00 p.m.
- C. 6:30 p.m.

2. (M1M1a)

Refer to the paper clip and pencil below. About how many paper clips long is the pencil?



- A. 3
- B. 6
- C. 9

1. Answer: C

2. Answer: A

GPS Grade 1 Sample Questions

Unit 5: Stepping Up to Bigger Numbers

KEY STANDARDS:

M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

- a. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.
 - b. Correctly count and represent the number of objects in a set using numerals.
 - c. Compare small sets using the terms greater than, less than, and equal to ($>$, $<$, $=$).
 - d. Understand the magnitude and order of numbers up to 100 by making ordered sequences and representing them on a number line.
 - e. Exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters, and count out a combination needed to purchase items less than a dollar.
 - f. Identify bills (\$1, \$5, \$10, \$20) by name and value and exchange equivalent quantities by making fair trades involving combinations of bills and count out a combination of bills needed to purchase items less than twenty dollars.
- M1N2. Understand place value notation for the numbers between 1 and 100. (Discussions may allude to 3-digit numbers to assist in understanding place value.)**
- a. Determine to which multiple of ten a given number is nearest (rounding) using tools such as a sequential number line or hundreds chart to assist in estimating.

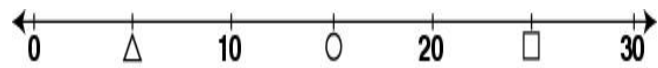
1. (M1N2a)

To what multiple of ten is 52 nearest?

- A. 60
- B. 55
- C. 50

2. (M1N3b)

Kate must put the number 15 in the correct place.









Where should it go?

- A. in place of the square
- B. in place of the triangle
- C. in place of the circle

3. (M1N1c)

Which is true?

- A.  is more than 
- B.  is less than 
- C.  is equal to 

1. Answer: C

2. Answer: C

3. Answer: B

Continued...

GPS Grade 1 Sample Questions

b. Represent collections of less than 30 objects with 2-digit numbers and understand the meaning of place value.

c. Decompose numbers between 11 and 19 as one ten and the appropriate number of ones.

M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.

a. Identify one more than, one less than, 10 more than, and 10 less than a given number.

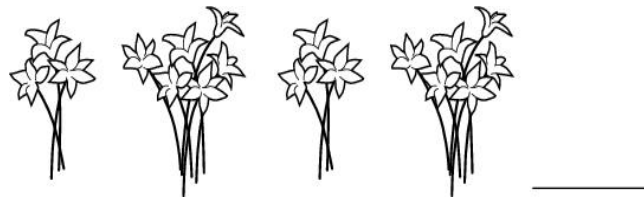
b. Skip-count by 2's, 5's, and 10's forward and backwards – to and from numbers up to 100.

M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams.

b. Build number patterns, including concepts of even and odd, using various concrete representations. (Examples of concrete representations include a hundreds chart, ten-grid frame, place-value chart, number line, counters, or other objects.)

3. (M1N4b)

Coretta picks a bundle of flowers every day.



If she continues this same pattern, what will her next bundle of flowers look like?



A.



B.



C.

3. Answer: A

GPS Grade 1 Sample Questions

Unit 6: Revisiting Operations

KEY STANDARDS:

M1N1. Students will estimate, model, compare, order, and represent whole numbers up to 100.

a. Represent numbers less than 100 using a variety of models, diagrams, and number sentences. Represent numbers larger than 10 in terms of tens and ones using counters and pictures.

b. Correctly count and represent the number of objects in a set using numerals.

M1N3. Students will add and subtract numbers less than 100 as well as understand and use the inverse relationship between addition and subtraction.

a. Identify one more than, one less than, 10 more than, and 10 less than a given number.

b. Skip-count by 2's, 5's, and 10's forward and backwards – to and from numbers up to 100.

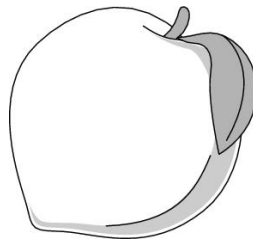
f. Know the single-digit addition facts to 18 and corresponding subtraction facts with understanding and fluency. (Use strategies such as relating to facts already known, applying the commutative property, and grouping facts into families.)

g. Apply addition and subtraction to 2 digit numbers without regrouping (e.g. $15 + 4$, $80 - 60$, $56 + 10$, $100 - 30$, $52 + 5$).

h. Solve and create word problems involving addition and subtraction to 100 without regrouping. Use words, pictures, and concrete models to interpret story problems and reflect the combining of sets as addition and taking away or comparing elements of sets as subtraction.

1. (M1N4a)

1. Roberto and his three friends want to share his peach.



How many pieces will be needed for Roberto and his friends?

A. 3

B. 4

C. 6

1. Answer: B

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GPS Grade 1 Sample Questions

M1N4. Students will count collections of up to 100 objects by dividing them into equal parts and represent the results using words, pictures, or diagrams.

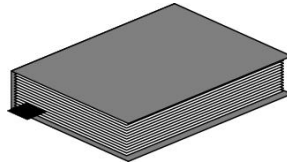
- a. Use informal strategies to share objects equally between two to five people.
- c. Identify, label, and relate fractions (halves, fourths) as equal parts of a whole using pictures and models.

2. (M1N4c)

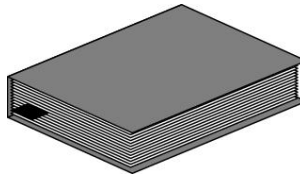
Sam read $\frac{1}{2}$ of his book and then placed a bookmark inside.

Which picture shows how much he has read?

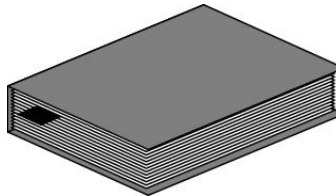
A.



B.



C.



2. Answer: **B**