GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

1

1) Say the numbers 1 – 20.

2) Write the numbers 1 – 20 starting at the *.

* _____, _____, _____, _____, _____,

_____, _____, _____, _____, _____,

_____, _____, _____, _____, _____,

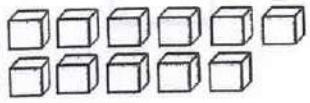
_____, _____, _____, _____, _____.

3) 4 + 2 = _____

4) 15 – 3 = _____

5) 42, 43, 44, ____, 46

6) How many? _____

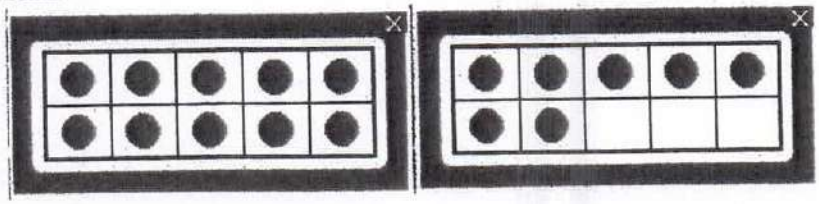


7) What number comes next?

5, 10, 15, 20, ____

8) 7 – 2 = _____

9) Add.



_____ + _____ = _____

10) What comes next?

____

Adapted from:

Saskatchewan Common Math Assessments;

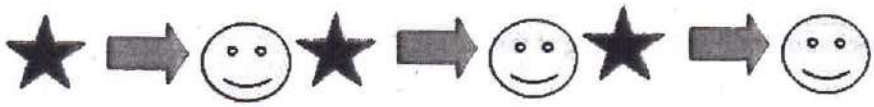
Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

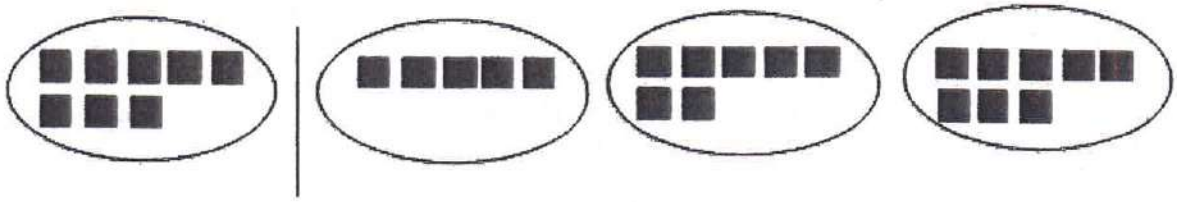
1

11) Complete the pattern with letters.

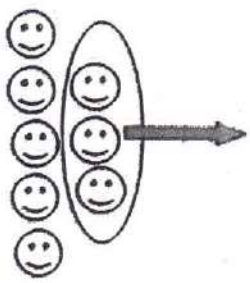


A B C A ___ ___ ___ ___ ___

12) Circle the set that is equal to the first.



13)



8 - 3 = ☐

Adapted from:

Saskatchewan Common Math Assessments;

Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

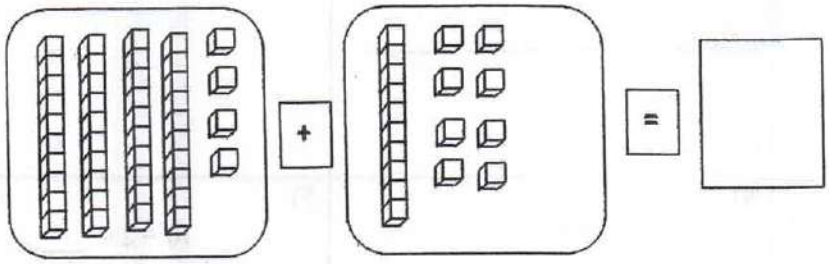
2

1) Order least to greatest.

39 47 31
50 24

____, ____, ____, ____,
____

2) Add.



_____ + _____ = _____

3)

	56	57	
	66		68
75		77	78
	86		88
95	96	97	

4) Complete the pattern.

X XX XXX _____ _____

5)

2, 12, 22, 32, ____, ____, ____, ____

6)

68 – 15 = ____

7)

45 + 30 = ____

8)

____ + 7 = 12

9)

23 – 5 = ____

10) What part repeats?

Adapted from:

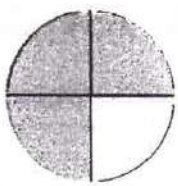
Saskatchewan Common Math Assessments;

Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

3

1) Order least to greatest. 279, 924, 285, 926 _____, _____, _____, _____	2) $27 + 32 =$ _____	3) $42 - 18 =$ _____
4) $3 \times 4 =$ _____	5) $10 \div 2 =$ _____	6) $344 - 40 =$ _____
7) $276 + 134 =$ _____	8) Name the fraction ($\frac{a}{b}$).  _____	9) How many? _____ 
10) 741, 731, 721, _____, _____, _____		11) $26 + \square = 30$

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Saskatchewan Common Math Assessments;

Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

4

1)

_____, 7 340, _____, 7 342, _____, _____, 7 345

2)

789 + 146 = _____

3)

_____ x 10 = 80

4)

129 x 7 = _____

5)

71 ÷ 6 = _____

6)

$5.28
+ $7.39

7) Write >, <, or =

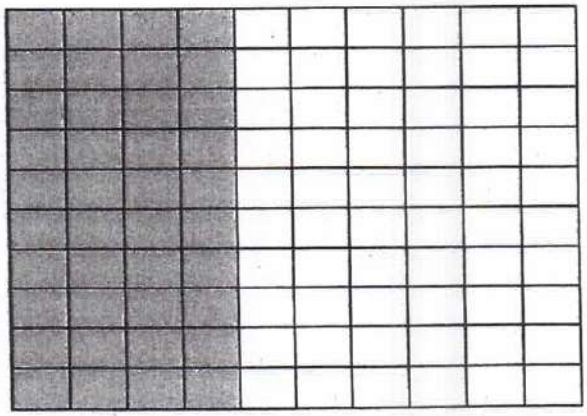
3 578 ◯ 3 587

8) Extend the pattern.

12, 8, 11, 7, _____, _____, _____

9)

Fraction ($\frac{a}{b}$)	Decimal (__.__)



10)

Draw a picture to show $\frac{6}{10}$.

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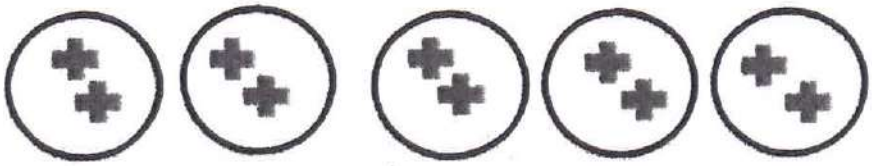
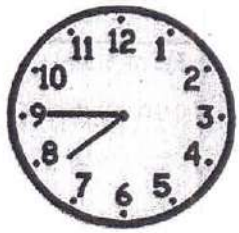
GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

4	
11) Write a number sentence for the picture.  Addition (+): _____ Multiplication (x) or division (÷): _____	12) What time is showing? __ : __ __ 

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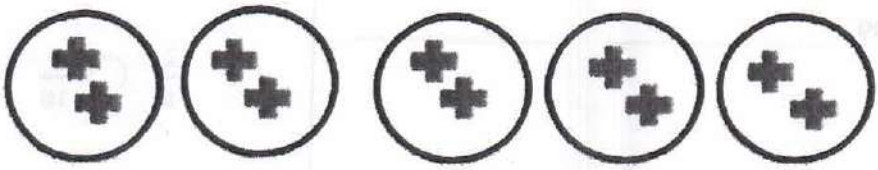
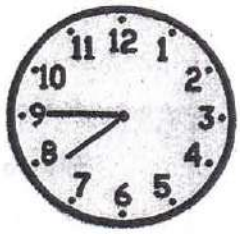
GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

4	
11) Write a number sentence for the picture.  Addition (+): _____ Multiplication (x) or division (÷): _____	12) What time is showing? ___:___ 

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GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

5

1)

634 997, 634 998, 634 999, _____, _____

2)

Write >, <, or =

$\frac{2}{6}$ ◯ $\frac{6}{18}$

3)

391 x 6 = _____

4)

217 ÷ 4 = _____

5)

3.462 + 5.225 = _____

6)

8.577 – 2.415 = _____

7)

7.634 + 8.17 = _____

8)

8.322 – 4.56 = _____

9)

Order least to greatest.

0.73 0.9 0.325

_____, _____, _____

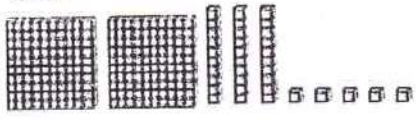
10)

Input	Output
3	8
4	11
5	14
6	____
7	____

11)

If  = 1.0

Then



= _____

Adapted from:

Saskatchewan Common Math Assessments;

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GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

5			
12) $27 = 18 + y$ $y =$ _____	13) $x - 5 = 21$ $x =$ _____		14) $8m = 32$ $m =$ _____

Adapted from:
Saskatchewan Common Math Assessments;
Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

6

1) $20\,000\,000 + 3\,000\,000 + 80\,000 + 6\,000 + 20 + 1 =$ _____

2) $6 \times 2 + 8 \div 4 =$ _____

3) $\$2.57 \div 9 =$ _____

4) $0.359 \times 5 =$ _____

5) $2x + 4 = 30$

$x =$ _____

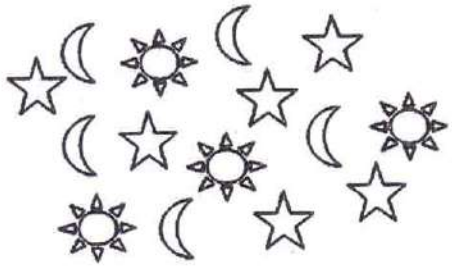
6) Place the following on the number line.

+5, +3, -9, -7, 0, -2, +7, +9

7) Complete the table.

Input	Output
3	9
4	13
5	
	21
8	29

8) What is the ratio of ☆ to ☾ ? _____



9) $0.08 =$ _____%

10) $2a = 4$

$2a +$ _____ $= 4 +$ _____

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GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

Scoring Guide

Name: _____ **School Year:** _____

Current Grade: _____ **Achievement Grade Level:** _____

Pre-Assessment Scores		
Grade 1	/13 =	%
Grade 2	/10 =	%
Grade 3	/11 =	%
Grade 4	/14 =	%
Grade 5	/14 =	%
Grade 6	/12 =	%
Grade 7	/16 =	%
Grade 8	/14 =	%
Grade 9	/14 =	%

Post-Assessment Scores		
Grade 1	/13 =	%
Grade 2	/10 =	%
Grade 3	/11 =	%
Grade 4	/14 =	%
Grade 5	/14 =	%
Grade 6	/12 =	%
Grade 7	/16 =	%
Grade 8	/14 =	%
Grade 9	/14 =	%

Adapted from:

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Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

Notes:

- The following questions are scored as two separate questions: Grade 4 (question 9 and 11), Grade 6 (question 11), Grade 7 (question 3), and Grade 8 (question 4).

Curriculum Checklist

Grade Level 1				
Item	**Correct**	**Error**	**No Attempt**	**Curriculum Correlation**
1	( )	( )	( )	N1.4 Say the whole numbers 1 - 20
2	( )	( )	( )	N1.1 Write whole numbers 1 - 20
3	( )	( )	( )	N1.9 Addition of 1 digit numbers
4	( )	( )	( )	N1.9 Subtraction of 2 digit (less than 20) minus 1 digit
5	( )	( )	( )	N1.1 Count forward by 1's between 2 whole numbers 1 - 100
6	( )	( )	( )	N1.3 Demonstrate understanding of counting
7	( )	( )	( )	N1.1 Count forward by 5's
8	( )	( )	( )	N1.9 Subtraction of 1 digit numbers
9	( )	( )	( )	N1.9 Addition with sums to 20
10	( )	( )	( )	P1.1 Identify and extend a pattern (4 elements)
11	( )	( )	( )	P1.2 Translate repeating patterns from one form to another
12	( )	( )	( )	P1.3 Draw a picture to demonstrate equality
13	( )	( )	( )	P1.4 Represent a given equality in symbolic form
Notes:				

Grade Level 2				
Item	**Correct**	**Error**	**No Attempt**	**Curriculum Correlation**
1	( )	( )	( )	N2.1 Ordering 3 or more 2 digit numbers
2	( )	( )	( )	N2.2 Addition of 2 digit numbers with sums to 100, with regrouping
3	( )	( )	( )	N2.1 Write the number before, after or between two numbers
4	( )	( )	( )	P2.2 Extend an increasing pattern of symbols
5	( )	( )	( )	P2.2 Extend an increasing pattern of numbers
6	( )	( )	( )	N2.2 Subtraction of 2 digit numbers, no regrouping
7	( )	( )	( )	N2.2 Addition of 2 digit numbers with sums to 100, no regrouping
8	( )	( )	( )	P2.3 Demonstrate understanding of equality in an addition sentence

Adapted from:

Saskatchewan Common Math Assessments;

Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

9	( )	( )	( )	N2.2 Subtraction with regrouping
10	( )	( )	( )	P2.1 Identify the core of a repeating pattern

Notes:

Grade Level 3

Item	Correct	Error	No Attempt	Curriculum Correlation
1	( )	( )	( )	N3.1 Compare and order 3 digit numbers
2	( )	( )	( )	N3.2 Addition with sums to 100, no regrouping
3	( )	( )	( )	N3.2 Subtraction of 2 digit numbers with regrouping
4	( )	( )	( )	N3.3 Multiplication to 5 x 5
5	( )	( )	( )	N3.3 Division of related facts to 5 x 5
6	( )	( )	( )	N3.2 Subtraction of 3 digit minus 2 digit, no regrouping
7	( )	( )	( )	N3.2 Addition with sums to 1000, with regrouping
8	( )	( )	( )	N3.4 Name a fraction
9	( )	( )	( )	N3.1 Place value to 1000
10	( )	( )	( )	P3.1 Demonstrate understanding of decreasing patterns
11	( )	( )	( )	P3.2 Understanding of equality solving one step addition sentences

Notes:

Grade Level 4

Item	Correct	Error	No Attempt	Curriculum Correlation
1	( )	( )	( )	N4.1 Compare and order whole numbers to 10 000
2	( )	( )	( )	N4.2 Addition of 3 digit numbers with sums to 10 000, with regrouping
3	( )	( )	( )	N4.3 Multiplication of 1and 2 digit numbers
4	( )	( )	( )	N4.4 Multiplication of 3 digit by 1 digit whole numbers
5	( )	( )	( )	N4.5 Division of 2 digit by 1 digit whole numbers
6	( )	( )	( )	N4.8 Addition of decimals to hundredths
7	( )	( )	( )	N4.1 Compare two 4 digit numbers
8	( )	( )	( )	P4.1 Identify and extend a number pattern
9	( )	( )	( )	N4.6 & N4.7 Name a fraction and a decimal
10	( )	( )	( )	N4.6 Represent a fraction

Adapted from:

Saskatchewan Common Math Assessments;

Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

11	( )	( )	( )	P4.2 Write an equation to represent a problem
12	( )	( )	( )	SS4.1 Read and record time shown on an analogue clock

Notes:

Grade Level 5

Item	Correct	Error	No Attempt	Curriculum Correlation
1	( )	( )	( )	N5.1 Understanding of whole numbers to 1 000 000
2	( )	( )	( )	N5.5 Compare fractions with unlike denominators
3	( )	( )	( )	N5.2 Multiplication of 3 digit by 1 digit whole numbers
4	( )	( )	( )	N5.3 Division of 3 digit by 1 digit whole numbers
5	( )	( )	( )	N5.7 Addition of decimals; thousandths, no regrouping
6	( )	( )	( )	N5.7 Subtraction of decimals; thousandths, no regrouping
7	( )	( )	( )	N5.7 Addition of decimals to thousandths, with regrouping
8	( )	( )	( )	N5.7 Subtraction of decimals to thousandths, with regrouping
9	( )	( )	( )	N5.6 Compare and order decimals to thousandths
10	( )	( )	( )	P5.1 Extend patterns in a table
11	( )	( )	( )	N5.6 Decimal understanding to hundredths; pictorial representation
12	( )	( )	( )	P5.2 Solve one-step addition equations
13	( )	( )	( )	P5.2 Solve one-step subtraction equations
14	( )	( )	( )	P5.2 Solve one-step multiplication equations

Notes:

Grade Level 6

Item	Correct	Error	No Attempt	Curriculum Correlation
1	( )	( )	( )	N6.1 Understanding of place value greater than 1 million
2	( )	( )	( )	N6.3 Solve using order of operations
3	( )	( )	( )	N6.4 Division of decimals; 1-digit whole number divisor
4	( )	( )	( )	N6.4 Multiplication of decimals; 1-digit whole number multiplier
5	( )	( )	( )	P6.3 Solve equations involving variables
6	( )	( )	( )	N6.6 Order integers on a number line
7	( )	( )	( )	P6.1 Understanding of patterns and relationships in a table of values
8	( )	( )	( )	N6.8 Understanding of ratio

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Saskatchewan Common Math Assessments;

Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

Basic Concepts of Math

9	( )	( )	( )	N6.5 Convert a decimal to percent
10	( )	( )	( )	P6.2 Create equivalent forms of an equation
11	( )	( )	( )	N6.7 Write an improper fraction and a mixed number to describe a picture

Notes:

Grade Level 7

Item	Correct	Error	No Attempt	Curriculum Correlation
1	( )	( )	( )	N7.3 Order decimals, proper and improper fractions, and whole numbers
2	( )	( )	( )	N7.5 Subtraction of mixed numbers and fractions; like denominators
3	( )	( )	( )	N7.4 Convert a fraction to a decimal and percent
4	( )	( )	( )	N7.5 Subtraction of mixed numbers; unlike denominators
5	( )	( )	( )	N7.5 Addition of mixed numbers; unlike denominators
6	( )	( )	( )	N7.6 Addition of integers
7	( )	( )	( )	N7.6 Subtraction of integers
8	( )	( )	( )	N7.6 Subtraction of integers
9	( )	( )	( )	P7.2 Evaluate a variable expression
10	( )	( )	( )	P7.3 Solve a linear equation in the form of $x + a = b$
11	( )	( )	( )	N7.2 Order of Operations with decimals
12	( )	( )	( )	P7.4 Understanding of linear equations of the form $x + a = b$
13	( )	( )	( )	P7.3 Understanding of two-step linear equations of the form $\frac{ax}{b} + c = d$
14	( )	( )	( )	N7.2 Order of Operations with decimals
15	( )	( )	( )	P7.1 Create a table of values for a linear relation

Notes:

Grade Level 8

Item	Correct	Error	No Attempt	Curriculum Correlation
1	( )	( )	( )	N8.1 Calculate square root of a whole number
2	( )	( )	( )	N8.1 Calculate square of a whole number
3	( )	( )	( )	N8.3 Understanding of equivalent ratios
4	( )	( )	( )	N8.2 Convert a decimal to a fraction and percent
5	( )	( )	( )	N8.4 Multiplication of positive fractions
6	( )	( )	( )	N8.4 Multiplication of positive mixed numbers
7	( )	( )	( )	N8.4 Division of positive fractions
8	( )	( )	( )	N8.5 Multiplication of integers

Adapted from:

Saskatchewan Common Math Assessments;

Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division

GREATER SASKATOON CATHOLIC SCHOOLS

Basic Concepts of Math

9	( )	( )	( )	N8.5 Division of integers
10	( )	( )	( )	P8.2 Solve a linear equation in the form of $\frac{x}{a} + b=c$, $a\neq0$
11	( )	( )	( )	P8.1 Use order of operations to solve equations with integers
12	( )	( )	( )	SS8.1 Demonstrate understanding of Pythagorean Theorem
13	( )	( )	( )	P8.1 Use order of operations to solve equations with integers

Notes:

Grade Level 9

Item	Correct	Error	No Attempt	Curriculum Correlation
1	( )	( )	( )	N9.1 Evaluate powers of the form a^m
2	( )	( )	( )	N9.1 Evaluate powers with an exponent of zero
3	( )	( )	( )	N9.1 Evaluate powers of the form $-a^m$
4	( )	( )	( )	N9.1 Evaluate powers $(-a)^m$
5	( )	( )	( )	N9.3 Determine the square root of a rational number
6	( )	( )	( )	N9.3 Demonstrate an understanding of square roots
7	( )	( )	( )	N9.2 Order of operations with rational numbers
8	( )	( )	( )	P9.2 Solve equations of the form $ax + b = cx + d$
9	( )	( )	( )	P9.2 Solve equations of the form $(a(bx + c) = d(ex+f)$
10	( )	( )	( )	P9.4 Multiplying polynomials
11	( )	( )	( )	P9.4 Subtracting polynomials
12	( )	( )	( )	P9.4 Dividing polynomials
13	( )	( )	( )	P9.3 Solve and graph inequalities
14	( )	( )	( )	N9.2 Compare and order rational numbers

Notes:

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Saskatchewan Common Math Assessments;
Entry assessment mathematics evaluation – Form A; EAL Program. Louis Riel School Division