

NAME \_\_\_\_\_

Date \_\_\_\_\_

**SAMPLE****Chapter 1 Test****PA Core Standards being assessed on chapter 1 test****CC 2.1.4.B1**

Apply place value concepts to show an understanding of multi-digit whole numbers.

# 1, 3, 4, 5, 8, 9, 11, 13, 15, 17, 18, 21, 22, 23, 25

**CC.2.1.4.B.2**

Use place value understanding and properties of operations to perform multi-digit arithmetic.

# 2, 6, 7, 10, 12, 14, 16, 19, 20, 24

<b>Eligible Content In Chapter 1 Test</b>	<b>Questions</b>	<b>4 NA</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i>	4, 11, 23			X		
Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	1, 5, 8, 13, 5, 18, 21, 25				X	
Use place value understanding to round multi-digit whole numbers to any place.	3, 9, 17, 22,		X			
Fluently add and subtract multi-digit whole numbers using the standard algorithm.	2, 6, 7, 10, 12, 14, 16, 19, 20, 24		X			

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

NAME \_\_\_\_\_

Date \_\_\_\_\_

**SAMPLE****Chapter 1 Test**

Performance Level	ACADEMIC ACHIEVEMENT KEY
4: EXCEEDS	The student's performance consistently exceeds the benchmarks for the grade level standard. The student produces clear and convincing evidence of expanded knowledge of key concepts, processes, and skills. Student performance requires little to no teacher support or guidance.
3: MEETS	The student's performance consistently meets the benchmarks for the grade level standard. The student consistently applies the key concepts, processes, and skills. Student performance requires minimal teacher support or guidance.
2: APPROACHING	The student's performance is approaching the benchmarks for the grade level standard. The student is developing an understanding of key concepts, processes, and skills.
1: BEGINNING	The student's performance shows limited evidence of progress toward the benchmark as required for the grade level standard. The student displays a minimal understanding of key concepts, processes, and skills requiring more time, practice, additional support, and/or intervention.

**\*\* 4 not applicable to all assessments**