Year 1 Mathematics

Student assessment

Number sense, place value, operations, shapes, measurement and explaining strategies. Suggested time: 30–40 minutes.

Name: _____ Date: _____

Instructions: Try each question. You may draw pictures or explain your thinking. Ask an adult to read instructions if needed.

Numbers and place value

1. Write the number that comes just before 40 and just after 40.

2. Complete: 18, 19, __, __, 22.

3. Which is greater: 47 or 74? Explain how you know.

4. Show 36 as tens and ones. Draw or write your answer.

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Addition and subtraction

5. There are 14 apples. 6 are eaten. How many remain? Show your thinking.

6. Find 8 + 7. Can you show two different ways?

7. A box has 9 pencils. You add some pencils and now have 15. How many did you add?

8. Is 12 + 5 the same as 5 + 12? Explain.

Shapes, measurement and reasoning

9. Draw a rectangle and a triangle. How many sides does each have?

10. Which is longer: 1 metre or 50 centimetres?

11. A clock shows 3 o’clock. Draw where the hands point.

12. Mia has 10 stickers. She gives 3 to Ben and 2 to Ana. How many does she have left?

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How to use this assessment

Allow breaks and let your child explain ideas aloud. Do not coach answers during the initial attempt. Note whether each answer was independent, prompted or supported. This is a learning snapshot, not a formal diagnosis or a fixed ability label.

Suggested answers and assessment notes

1. 39 and 41

2. 20, 21

3. 74; seven tens is greater than four tens

4. 3 tens and 6 ones

5. 8

6. 15; e.g., make 10 then add 5

7. 6

8. Yes; addition can be done in either order

9. Rectangle: 4; triangle: 3

10. 1 metre

11. Minute hand at 12, hour hand at 3

12. 5

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What parents should look for

Notice whether the child uses counting objects, number bonds or mental strategies. Ask “How do you know?” and “Can you show another way?” If place value is insecure, use bundles of ten objects. Practise short, varied problems rather than speed drills.

Simple observation record

Strengths noticed: _____

Skills to revisit: _____

Next activity to try: _____

Please encourage effort, reasoning and curiosity. Use the results to plan gentle next steps, not to compare children.