

### **To the Student and Parent(s):**

After your registration is complete and your proctor has been approved, you may take the Credit by Examination to assess your mastery of the material included in the 1st grade mathematics curriculum.

### **WHAT TO BRING**

- several sharpened No. 2 pencils

### **ABOUT THE EXAM**

The examination for 1st grade math consists of 50 questions and is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. You will need to bring several pencils. A percentage score from the examination will be reported to the official at your school.

In preparation for the examination, review the TEKS for this subject. It is important to prepare adequately. Any textbook from the Texas Adoption list can be used for a review. All TEKS are assessed except 1a-b, 2a-b, 4, 6d, 7a, 7c-g, 8b, 9b, 11a-d, 12a-b, and 13. These TEKS will be evaluated by the student's most recent teacher (or a teacher who is able to observe the student) using a Teacher Evaluation Form that will be sent to the proctor.

For more information about CBE policies, visit <http://www.ode.ttu.edu/takeacbe/>.

Good luck on your test!

## Texas Essential Knowledge and Skills MATH 1 – Mathematics, Grade 1

TTU: 1st Grade - Mathematics CBE	
TEKS: §111.1. Mathematics, Elementary	
TEKS Covered	TEKS Requirement (Elementary)
	<b>§111.13. Mathematics, Grade 1.</b>
	(a) Introduction.
	(1) Within a well-balanced mathematics curriculum, the primary focal points at Grade 1 are building number sense through number relationships, adding and subtracting whole numbers, organizing and analyzing data, and working with two- and three-dimensional geometric figures.
	(2) Throughout mathematics in Kindergarten-Grade 2, students build a foundation of basic understandings in number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics. Students use numbers in ordering, labeling, and expressing quantities and relationships to solve problems and translate informal language into mathematical language and symbols. Students use objects to create and identify patterns and use those patterns to express relationships, make predictions, and solve problems as they build an understanding of number, operation, shape, and space. Students progress from informal to formal language to describe two- and three-dimensional geometric figures and likenesses in the physical world. Students begin to develop measurement concepts as they identify and compare attributes of objects and situations. Students collect, organize, and display data and use information from graphs to answer questions, make summary statements, and make informal predictions based on their experiences.
	(3) Throughout mathematics in Kindergarten-Grade 2, students develop numerical fluency with conceptual understanding and computational accuracy. Students in Kindergarten-Grade 2 use basic number sense to compose and decompose numbers in order to solve problems requiring precision, estimation, and reasonableness. By the end of Grade 2, students know basic addition and subtraction facts and are using them to work flexibly, efficiently, and accurately with numbers during addition and subtraction computation.
	(4) Problem solving, language and communication, connections within and outside mathematics, and formal and informal reasoning underlie all content areas in mathematics. Throughout mathematics in Kindergarten-Grade 2, students use these processes together with technology and other mathematical tools such as manipulative materials to develop conceptual understanding and solve meaningful problems as they do mathematics.
	(b) Knowledge and skills.
	(1) <b>Number, operation, and quantitative reasoning.</b> The student uses whole numbers to describe and compare quantities. The student is expected to:
✓	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models;
✓	(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers;
✓	(C) identify individual coins by name and value and describe relationships among them; and
✓	(D) read and write numbers to 99 to describe sets of concrete objects.
	(2) <b>Number, operation, and quantitative reasoning.</b> The student uses pairs of whole numbers to describe fractional parts of whole objects or sets of objects. The student is expected to:
✓	(A) separate a whole into two, three, or four equal parts and use appropriate language to describe the parts such as three out of four equal parts; and
✓	(B) use appropriate language to describe part of a set such as three out of the eight crayons are red.
	(3) <b>Number, operation, and quantitative reasoning.</b> The student recognizes and solves problems in addition and subtraction situations. The student is expected to:
✓	(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences; and

✓	(B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$ ).
✓	(4) <b>Patterns, relationships, and algebraic thinking.</b> The student uses repeating patterns and additive patterns to make predictions. The student is expected to identify, describe, and extend concrete and pictorial patterns in order to make predictions and solve problems.
	(5) <b>Patterns, relationships, and algebraic thinking.</b> The student recognizes patterns in numbers and operations. The student is expected to:
✓	(A) use patterns to skip count by twos, fives, and tens;
✓	(B) find patterns in numbers, including odd and even;
✓	(C) compare and order whole numbers using place value;
✓	(D) use patterns to develop strategies to solve basic addition and basic subtraction problems; and
✓	(E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$ , $3 + 2 = 5$ , $5 - 2 = 3$ , and $5 - 3 = 2$ .
	(6) <b>Geometry and spatial reasoning.</b> The student uses attributes to identify two- and three-dimensional geometric figures. The student compares and contrasts two- and three-dimensional geometric figures or both. The student is expected to:
✓	(A) describe and identify two-dimensional geometric figures, including circles, triangles, rectangles, and squares (a special type of rectangle);
✓	(B) describe and identify three-dimensional geometric figures, including spheres, rectangular prisms (including cubes), cylinders, and cones;
✓	(C) describe and identify two- and three-dimensional geometric figures in order to sort them according to a given attribute using informal and formal language; and
✓	(D) use concrete models to combine two-dimensional geometric figures to make new geometric figures.
	(7) <b>Measurement.</b> The student directly compares the attributes of length, area, weight/mass, capacity, and temperature. The student uses comparative language to solve problems and answer questions. The student selects and uses nonstandard units to describe length. The student is expected to:
✓	(A) estimate and measure length using nonstandard units such as paper clips or sides of color tiles;
✓	(B) compare and order two or more concrete objects according to length (from longest to shortest);
✓	(C) describe the relationship between the size of the unit and the number of units needed to measure the length of an object;
✓	(D) compare and order the area of two or more two-dimensional surfaces (from covers the most to covers the least);
✓	(E) compare and order two or more containers according to capacity (from holds the most to holds the least);
✓	(F) compare and order two or more objects according to weight/mass (from heaviest to lightest); and
✓	(G) compare and order two or more objects according to relative temperature (from hottest to coldest).
	(8) <b>Measurement.</b> The student understands that time can be measured. The student uses time to describe and compare situations. The student is expected to:
✓	(A) order three or more events according to duration; and
✓	(B) read time to the hour and half-hour using analog and digital clocks.
	(9) <b>Probability and statistics.</b> The student displays data in an organized form. The student is expected to:
✓	(A) collect and sort data; and
✓	(B) use organized data to construct real-object graphs, picture graphs, and bar-type graphs.

	(10) <b>Probability and statistics.</b> The student uses information from organized data. The student is expected to:
✓	(A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs; and
✓	(B) identify events as certain or impossible such as drawing a red crayon from a bag of green crayons.
	(11) <b>Underlying processes and mathematical tools.</b> The student applies Grade 1 mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:
✓	(A) identify mathematics in everyday situations;
✓	(B) solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;
✓	(C) select or develop an appropriate problem-solving plan or strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem; and
✓	(D) use tools such as real objects, manipulatives, and technology to solve problems.
	(12) <b>Underlying processes and mathematical tools.</b> The student communicates about Grade 1 mathematics using informal language. The student is expected to:
✓	(A) explain and record observations using objects, words, pictures, numbers, and technology; and
✓	(B) relate informal language to mathematical language and symbols.
✓	(13) <b>Underlying processes and mathematical tools.</b> The student uses logical reasoning. The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.
	<i>Source: The provisions of this §111.13 adopted to be effective September 1, 1998, 22 TexReg 7623; amended to be effective August 1, 2006, 30 TexReg 7471.</i>