**RAPID MATHEMATICS ASSESSMENT**

**GRADE 1**

**TEACHER’S BOOKLET**

*Dear teacher,*

*In any assessment, it is important thatyou have read the general instructions and have studied the assessment tasks carefully before you administer them.*

*This Rapid Mathematics Assessment toolkit consists of the following:*

* *Teacher’s Booklet*

*This is your guide in administering the assessment. It consists of the tasks, the time allotted for each task, the answers, and the instructions that you will give to the learner. You will also see some icons which are described below.*

* *Assessment Materials*

*It contains the materials needed in performing the tasks. These materials may be reproduced as needed and pasted on cardboard for facility of use.*

* *Learner’s Score Sheet*

*This is where you indicate the score of the learner for each item. You will also see a column for Remarks where you write incorrect answers, strategy used, and other important information regarding the learner’s responses.*

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| A silhouette of a person's head        Description automatically generated with medium confidence | Tells you to read orally to the learner |
| A hand pointing at a book  Description automatically generated with low confidence | Instructions for you to do before and during the assessment |
| Hourglass Finished with solid fill | Allotted time for each task |
| Stopwatch outline | Allotted time for each subtask |

*Be sure that you have the complete kit before starting the assessment.*

**General Instructions**

*Remember to establish a relaxed rapport and comfortable environment with the learner. You may start some simple conversations about topics that you think may interest him/her. You have about one to two minutes to do this. It will be good that the learner perceives this assessment as something like a game or an activity to be enjoyed rather than as a test that learners dread.*

*Tell the learner the following:*

*This is NOT a test and your score will not affect your grade in mathematics. You will give your answers orally to all the tasks. You need to do each task within a given time. I will use a timer to know when the time is up.*

*When the child is ready, start the assessment.*

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| **Task A:  Number Identification and Discrimination** | **19 points** | 90 seconds |
| Make sure you have the following materials prepared. These number cards are found on page 1 of the Assessment Materials.  1  12  10  4  5  3  9  8  Place the number cards face down on the table and in random order.  A silhouette of a person's head  Description automatically generated with medium confidenceA silhouette of a person's head  Description automatically generated with medium confidenceHere are eight cards. A number is written on each card.   1. You will select one card at a time. Read the number written on it. After reading the number, place the card face up on the table.   A silhouette of a person's head  Description automatically generated with medium confidenceA silhouette of a person's head  Description automatically generated with medium confidenceMay walo ako ka kard. May numero sa kada kard.   1. Magpili sang kard kag ihambal ang numero diri. Pagkatapos, pakay-on ang kard sa lamesa. Himuon ini asta maubos ang walo ka kard.  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | Stopwatch outline30 seconds  Answers:  *A1a-A1h. In any order:*  *One, three, four, five, eight, nine, ten, twelve* |
| Choose the card with the number 9. Show it to the learner.  A silhouette of a person's head  Description automatically generated with medium confidence 2. This is the number 9. I will ask some questions about it.  a) Which among these numbers are greater than 9?  b) Which among these numbers are less than 9?  c) Which among these number is one more than 9?  d) Which among these number is one less than 9?  2. Ini ang numero 9. Mamangkot ako sa imo parte diri.   1. Diin sa mga numero ang mas damo sa 9? 2. Diin sa mga numero ang mas diutay sa 9? 3. Diin sa mga numero ang sobra 1 sa 9? 4. Diin sa mga numero ang mas manubo 1 sa 9?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | Stopwatch outline30 seconds  Answers:  *A2a1-A2a2. 10, 12*  *A2b1-A2b5. 1, 3, 4, 5, 8*  *A2c.10*  *A2d. 8* |
| Put the number 9 card back on the table.   1. ~~A~~rrange all the numbers from least to greatest.A silhouette of a person's head     Description automatically generated with medium confidence   3. Pasunura ang mga numero halin sa pinakadiutay pakadto sa pinakadamo.   |  |  | | --- | --- | | Scoring Guide | | | 1 | correct response | | 0 | incorrect or no response | | | Stopwatch outline20 seconds  Answer:  *A3. 1, 3, 4, 5, 8, 9, 10, 12* |
| Make sure that the numbers are arranged correctly. If not,  re-arrange the numbers~~.~~  4. Look at the arrangement. Tell the 5th number from the left.A silhouette of a person's head  Description automatically generated with medium confidence   1. Lantawa ang pagpasunod sang mga numero. Ihambal ang ika-lima halin sa wala.  |  |  | | --- | --- | | Scoring Guide | | | 1 | correct response | | 0 | incorrect or no response | | | Stopwatch outline10 seconds  Answer:  *A4. 8* |
| **Task B: Fractions** | **4 points** | 60 seconds |
| Make sure you have the materials prepared for this task. These materials are found on page 2 of the Assessment Materials.    Show the learner the B1 triangular cutout. Cut it into two equal parts.  1. Here is a triangular cutout. I will cut this into two equal parts   1. Ari ang ginunting nga trianggulo. Guntingon ko ini sa duha ka bahin nga may pareho sang kadakuon. A silhouette of a person's head     Description automatically generated with medium confidence     Get one part of the cutout and show it to the learner.  What do you call each part of the whole?A silhouette of a person's head  Description automatically generated with medium confidence   1. Ano ang tawag sa kada parte sang kabilugan?   How many one-halves form a whole?  A silhouette of a person's head  Description automatically generated with medium confidence  b) Pila ka katunga ang makahimo sang kabilugan?   |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | Stopwatch outline  5 seconds  *Answer:*  *B1a. One-half*  Stopwatch outline  5 seconds  Answer:  *B1b.* *Two* |
| Get the rectangular cutout found on page 2 of the Assessment Materials. Show it to the learner.  This is one-half of a whole. A silhouette of a person's head  Description automatically generated with medium confidence   1. Amo ini ang katunga sang kabilugan.   Place these cutouts, found on page 2 of the Assessment Materials, on top of the table.  A silhouette of a person's head  Description automatically generated with medium confidence  From these cutouts, pick all possible whole from which this one-half may have come from.  Pilia sa mga ginunting ang tanan nga posible nga kabilugan kon sa diin naghalin ang katunga nga ini.   |  |  | | --- | --- | | Scoring Guide | | | 1 | correct response | | 0 | incorrect or no response | | | Stopwatch outline30 seconds  Answer:  *B2.* |
| Show the learner the following picture found on page 3 of the Assessment Materials.  .  Each plate must contain one-fourth of the number of breads in the pack. Two breads have been placed on one of the plates. Tell me the number of breads left in the pack.   1. A silhouette of a person's head     Description automatically generated with medium confidenceKada plato, may ara sang one-fourth sang mga tinapay nga halin sa puyo. Ginbutang sa isa sa mga plato ang duha ka mga tinapay . Pila ka tinapay ang nabilin sa puyo?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | Stopwatch outline20 seconds  Answer:  *B3. 6* |
| **Task C:  Addition** | **9 points** | 100 seconds |
| A hand pointing at a book  Description automatically generated with low confidenceThis task makes use of popsicle sticks. It would be better if you can secure sufficient number of popsicle sticks. If not, you can cut the drawings of popsicle sticks provided on page 4 of the Assessment Materials.  A hand pointing at a book  Description automatically generated with low confidence  Put four and three popsicle sticks in front of the learner. Point to the three popsicle sticks first. Then, to the four popsicle sticks.  Look at the two sets of popsicle sticks.   1. How many popsicle sticks are in this set? 2. How many popsicle sticks are in the other set? 3. How many popsicle sticks will there be if all the popsicle sticks are put together?   A silhouette of a person's head          Description automatically generated with medium confidence  1. Lantawa ang duha ka grupo sang mga popsicle sticks.   1. Pila ka popsicle sticks ang ara sa sini nga grupo? 2. Pila ka popsicle sticks ang ara naman sa isa ka grupo? 3. Pila tanan ka popsicle sticks kon impunon ang duha ka grupo?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | Stopwatch outline15 seconds  Answers:  *C1a. 3*  *C1b. 4*  *C1c. 7* |
| A hand pointing at a book  Description automatically generated with low confidencePut 15 and 16 popsicle sticks in front of the learner, with ten sticks bundled. Point to the 15 popsicle sticks first. Then, to the 16 sticks.   1. Here are two sets of popsicle sticks with some sticks bundled. Each bundle has 10 sticks. 2. How many popsicle sticks are in the first set? 3. How many popsicle sticks are in the other set? 4. How many popsicle sticks will there be if all the popsicle sticks are put together?   A silhouette of a person's head          Description automatically generated with medium confidence  2.Ari ang duha ka grupo sang popsicle sticks nga ang iban ginbugkos.  May napulo ka sticks sa kada binugkos,   1. Pila ka popsicle sticks ang ara sa una nga binugkos? 2. Pila ka popsicle sticks ang ara naman sa isa ka binugkos? 3. Pila tanan kon impunon ang mga popsicle sticks?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | Stopwatch outline40 seconds  Answers:  *C2a. 15*  *C2b. 16*  *C2c. 31* |
| A hand pointing at a book  Description automatically generated with low confidenceThe number cards to be used for this task can be found on page 5 of the Assessment Materials. Show the learner one card at a time following the given sequence. Provide the learner with a pencil and a sheet of paper where she can do the computation.  Answer the following.A silhouette of a person's head          Description automatically generated with medium confidence   1. Sabti ang mga masunod.   8 + 3  15 + 21  36 + 18   1. (b) (c)  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | Stopwatch outline45 seconds  Answers:  *C3a. 11*  *C3b. 36*  *C3c. 54* |
| **Task D: Subtraction** | **6 points** | 80 seconds |
| ~~A hand pointing at a book  Description automatically generated with low confidence~~For items X and Y, you will show to the learner a number of counters indicated in the table below.  1.   |  |  |  | | --- | --- | --- | | Item | Number of Counters | Number of Counters to be Covered | | X | 1. counters | 3 counters | | Y | 15 counters | 7 counters |     How many counters are there?   1. Pila ka ilisipon ang inyo nakita?   A hand pointing at a book  Description automatically generated with low confidence  Cover the number of counters indicated in the table for item X.  How many counters are covered?   1. Pila ka ilisipon ang natabunan?   A hand pointing at a book  Description automatically generated with low confidenceRepeat the process for item Y.   |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | Stopwatch outline40 seconds  Answers:  *D1a. 5*  *D1b. 3*  *D1c. 15*  *D1d. 7* |

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| A hand pointing at a book  Description automatically generated with low confidenceThe subtraction number cards to be used for this task can be found on page 6 of the Assessment Materials. Show each subtraction number cards to the learner.  Answer the following.  2. Sabti ang mga masunod.   1. 9 – 2 = \_\_\_\_\_ 2. 47 – 8 = \_\_\_\_\_  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | Stopwatch outline40 seconds  Answers:  *D2a. 7*  *D2b. 39* |
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| **Task E:  Geometric Representation** | **11 points** | | 120 seconds |
| Make sure you have the following materials prepared. These are found on page 7 of the Assessment Materials. Place them in random order on the table. The sheets for grouping in Item 2 can be found on pages 8, 9, 10 and 11 of the Assessment Materials.  Here is a set of cutouts. What are the shapes of the cutouts?A silhouette of a person's head  Description automatically generated with medium confidence   * + - 1. Ari ang mga ginunting. Ano ang kurte sang mga ini?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | | Stopwatch outline  20 seconds  Answers:  *E1a-E1d.* *in random order - circle, square, rectangle, triangle* |
| A silhouette of a person's head  Description automatically generated with medium confidence2. I will ask you to do something about the cutouts.  Group the cutouts according to shapes. Use the sheets for grouping.   * + - 1. May ipaubra ako sa imo sa sini nga mga ginunting.   Grupuha ang mga ginunting suno sa kurte sang mga ini. Gamita ini nga papelA silhouette of a person's head  Description automatically generated with medium confidence. *(The teacher will give the corresponding sheet)*   1. What do you call each set? 2. Ano ang tawag sa kada grupo?   squares   |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response |   Use the cutout of a right triangle found on page 7 of the Assessment Materials.  Show the cutout to the learner.    I have this cutout. In which set should I place it?   1. A silhouette of a person's head     Description automatically generated with medium confidenceMay ari ako sini nga ginunting. Sa diin ko ini ibutang?  |  |  | | --- | --- | | Scoring Guide | | | 1 | correct response | | 0 | incorrect or no response | | | | Stopwatch outline90 seconds  Answers:  *E2a1-E2a4. In any order*  *Possible answers:*  *Mga bilog, mga kwadrado, mga rektanggulo, mga trianggulo*  rectangles  circles  triangles  Answer:  *E2b*. *Set of triangles* |
| I will group the cutouts this time. Then, I will ask you some questions about it.A silhouette of a person's head  Description automatically generated with medium confidence  3. Grupuhon ko subong ang mga ginunting kag pamangkuton ko ikaw parte diri.  Group the cutouts according to color.   1. How did I group the cutouts? A silhouette of a person's head     Description automatically generated with medium confidence 2. Paano ko gingrupo ang mga ginunting?     Show again the right triangle cutout to the learner.  b) I have this cutout. In which group should I place it?  A silhouette of a person's head  Description automatically generated with medium confidence   1. May ari pagid ako sini nga ginunting. Sa diin ko ini ibutang?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | | Stopwatch outline  10 seconds  Answers:  *E3a. According to color*  *E3b. Set of white or unshaded shapes* |
| **Task F: Missing Shapes in Patterns** | | **4 points** | 120 seconds |
| Make sure you have the materials for this task prepared. These are found on page 12 of the Assessment Materials.  Show the first arrangement of shapes.  Here is an arrangement of shapes. Study how the shapes are arranged.  A silhouette of a person's head  Description automatically generated with medium confidence  Ari ang ginpasunod nga mga kurte. Tun-i kon paano ang mga ini ginpasunod.  Give the learner **30 seconds** to study it. Be sure that the cutouts of the four basic shapes are on the table.  A silhouette of a person's head  Description automatically generated with medium confidenceWhat shape should be placed in each blank? Choose from the shapes on the table and place them on the blanks.  A silhouette of a person's head  Description automatically generated with medium confidenceAno nga kurte ang dapat ibutang sa linya?  Pilia ang sabat sa mga kurte nga ara sa lamesa kag ibutang ini sa linya.   |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response |   Show the second arrangement of shapes.  A silhouette of a person's head  Description automatically generated with medium confidenceHere is another arrangement of shapes. Study how the shapes are arranged  A silhouette of a person's head  Description automatically generated with medium confidenceAri pagid ang ginpasunod nga mga kurte. Tun-i kon paano ang mga ini ginpasunod.    Give the learner **30 seconds** to study it.   * + - 1. What shape should be placed in each blank? Choose from the shapes on the table and place them on the blanks.   A silhouette of a person's head  Description automatically generated with medium confidence   * + - 1. Ano nga kurte ang dapat ibutang sa linya? Pilia ang sabat sa mga kurte nga ara sa lamesa kag ibutang ini sa linya.  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | | Stopwatch outline60 seconds  Answers:  *F1a. 1st blank:*  *F1b. 2nd blank:*  Stopwatch outline60 seconds  Answers:  `  *F2a. 1st blank:*  *F2b. 2nd blank:* |
| **Task G: Time Measurement** | | **6 points** | 60 seconds |
| A hand pointing at a book  Description automatically generated with low confidenceThe answers for Task G1 will depend on the day the assessment is administered.  A silhouette of a person's head          Description automatically generated with medium confidenceWhat day is it today? (Note: response is not to be scored).   * + - 1. Today is \_\_\_\_(e.g. Monday).  1. What will be the day tomorrow?   What was the day yesterday?   * + - 1. A silhouette of a person's head                            Description automatically generated with medium confidenceAno subong nga adlaw? (Note: response is not to be scored).   \_\_\_\_ subong nga adlaw (e.g. Lunes).  a)Ano nga adlaw bwas?  b)Ano nga adlaw kagapon?   |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | | 10 secondsStopwatch outline  Answers: (e.g. if the day is Monday):  *G1a. Tuesday*  *G1b. Sunday* |
| Show the learner the December 2023 calendar.A silhouette of a person's head          Description automatically generated with medium confidenceA hand pointing at a book  Description automatically generated with low confidence Refer to the December calendar provided on page 14 of the Assessment Materials.  A silhouette of a person's head          Description automatically generated with medium confidence   * + - 1. Do you know when Christmas Day is? (Note: response is not to be scored). Christmas Day is on December 25. This is the calendar for December 2023.   Kabalo ka bala kon san-o ang adlaw sang Paskwa?  Disyembre 25 ang adlaw sang Paskwa. Amo ini ang kalendaryo sang Disyembre 2023.   1. Point to December 25 on the calendar.   Itudlo ang Disyembre 25 sa kalendaryo.   1. What day will December 25, 2023 fall?   Ano nga adlaw natuon ang Disyembre 25, 2023?   |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | | Stopwatch outline30 seconds  Answers:  *G2a. Points to 25 on the calendar*  *G2b. Monday* |
| Show the drawing of the clock one at a time.A hand pointing at a book  Description automatically generated with low confidence Refer to the drawing of the clocks on page 13 of the Assessment Materials.  A silhouette of a person's head          Description automatically generated with medium confidence   * + - 1. Read the time shown on the face of the clock.   A picture containing clock, wall clock, quartz clock, circle  Description automatically generated Ihambal ang oras nga ginapakita sa relo?  A picture containing clock, wall clock, circle, time  Description automatically generated   1. (b)  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | | 20 secondsStopwatch outline  Answers:  *G3a. 5:00*  *G3b. 4:30* |
| **Task H: Linear Measurement** | | **3 points** | 30 seconds |
| A hand pointing at a book  Description automatically generated with low confidenceMake sure you have two sticks (other objects may be used like strips of paper, *walis tingting,* or rod), one measures 3 popsicle sticks long and the other 5 popsicle sticks long. Several popsicle sticks to be used as non-standard unit for measuring lengths should also be available. If not, cutouts used in Task C (Addition) may be utilized.  A silhouette of a person's head          Description automatically generated with medium confidence  Here are two sticks. Ari ang duha ka mga stick.  A hand pointing at a book  Description automatically generated with low confidence  Place the two sticks, not aligned, in front of the learner.  A silhouette of a person's head          Description automatically generated with medium confidence   * + - 1. Which of the two sticks is longer? Sa diin ang mas malaba?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for the correct response | | 0 | incorrect or no response | | | | 5 secondsStopwatch outline  Answers:  *H1. stick with length of 5 popsicle sticks* |
| A silhouette of a person's head          Description automatically generated with medium confidence2. Use the popsicle sticks to measure the length of each stick.  Gamita ang popsicle sticks sa pagtakus sang kalabaon sang kada stick.   1. What is the length of the longer stick?   Ano ang kalabaon sang malaba nga stick?   1. What is the length of the shorter stick? Ano ang kalabaon sang malip-ot nga stick?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | | Stopwatch outline25 seconds Answers:  *H2a. 5 or 5 popsicle sticks*  *H2b. 3 or 3 popsicle sticks* |
| **Task I: Mass Measurement** | | **5 points** | 60 seconds |
| A hand pointing at a book  Description automatically generated with low confidenceProvide the learner with a plastic ball and a stone. Make sure that the plastic ball is bigger but lighter than the stone.  1.  Which is heavier, the ball or the stone? Sa diin ang mas mabug-at, ang bola ukon ang bato?            **Stone`**  **plastic ball**   |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response |   A hand pointing at a book  Description automatically generated with low confidenceShow the picture found on pages 15 - 16 of the Assessment Materials to the learner.      2. A mango and a guava are placed on a balance as shown in the picture. Which is lighter, the mango or the guava?  Base sa laragway, sa diin ang mas mag-an, ang paho/mangga ukon ang bayabas?  A hand pointing at a book  Description automatically generated with low confidenceShow the picture to the learner found on page 16. Give the learner  **10 seconds** to study the picture.      3. Bag A and Bag B are weighed using cubes of the same size and weight. Ginkilo ang Bag A kag Bag B gamit ang cubes nga may pareho sang kadakuon kag kabug-aton.   1. What is the weight of Bag A using the cubes as the unit of measure? Ano ang kabug-aton sang Bag A gamit ang cubes? 2. What is the weight of Bag B using the cubes as the unit of measure? Ano ang kabug-aton sang Bag B gamit ang cubes? 3. Which bag is heavier, Bag A or Bag B? Sa diin ang mas bug-at, ang Bag A ukon ang Bag B?  |  |  | | --- | --- | | Scoring Guide | | | 1 | for each correct response | | 0 | incorrect or no response | | | | 15 seconds  Answer:  *I1. stone*    10 seconds  Answer:  *I2. guava*  25 seconds  Answers:  *I3a. 7 or 7 cubes*  *I3b. 6 or 6 cubes*  *I3c. Bag A* |

**A green and white sign with arrows

Description automatically generated with low confidence**

**UP NISMED Writing Team**

**Grade 1 RMA Tool Kit**

Edna G. Callanta

Aldrin O. Nazareno

Dana M. Ong

Aida I. Yap