



Republic of the Philippines
Department of Education
REGION III-CENTRAL LUZON
SANTA IGNACIA NORTH DISTRICT

GRADE I
NUMERACY MIDYEAR ASSESSMENT

TOTAL TIME ALLOTMENT: 1 HOUR

Scale: 0 – 49 Non- Numerates

50 – 74 Nearly Numerates

75 – 100 Numerates

TEST I – Basic Facts (2 pts./item = 20 pts.)

Time Allotment: 10 minutes

A. Add:

1. 0

2. 6

3. 8

4. 7

5. 5

$\underline{+}$ 0

$\underline{+}$ 6

$\underline{+}$ 3

$\underline{+}$ 2

$\underline{+}$ 3

B. Subtract:

6. 3

7. 8

8. 17

9. 10

10. 16

$\underline{-}$ 1

$\underline{-}$ 4

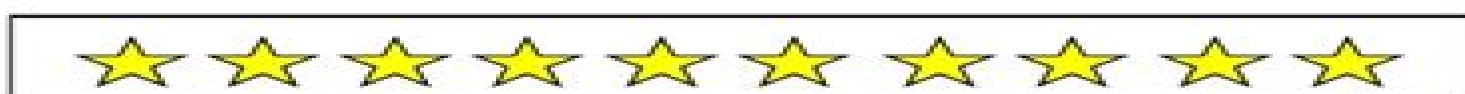
$\underline{-}$ 2

$\underline{-}$ 5

$\underline{-}$ 7

TEST II – Reading and Writing Numbers (2pts./item = 10 pts.) **Time Allotment: 10 minutes**

A. Count each item inside the box. Then write your answer on the space provided before the number.



. Write each number names in symbol.

1. five _____

3. twenty-eight _____

2. thirteen _____

Midyear Mathametics For Grade 1

McGill University

Midyear Mathametics For Grade 1:

Resources in Education ,1982 **Developing Deep Knowledge in Middle School Mathematics** Sergei

Abramovich, Michael L. Connell, 2021-05-10 This textbook is for prospective teachers of middle school mathematics. It reflects on the authors experience in offering various mathematics education courses to prospective teachers in the US and Canada. In particular the content can support one or more of 24 semester hour courses recommended by the Conference Board of the Mathematical Sciences 2012 for the mathematical preparation of middle school teachers. The textbook integrates grade appropriate content on all major topics in the middle school mathematics curriculum with international recommendations for teaching the content making it relevant for a global readership. The textbook emphasizes the inherent connections between mathematics and real life since many mathematical concepts and procedures stem from common sense something that schoolchildren intuitively possess. This focus on teaching formal mathematics with reference to real life and common sense is essential to its pedagogical approach. In addition the textbook stresses the importance of being able to use technology as an exploratory tool and being familiar with its strengths and weaknesses. In keeping with this emphasis on the use of technology both physical manipulatives and digital commonly available educational software it also explores e.g. the use of computer graphing software for digital fabrication. In closing the textbook addresses the issue of creativity as a crucial aspect of education in the digital age in general and in mathematics education in particular

Subject Offerings and Enrollments,

Grades 9-12 Diane Bochner Gertler, 1965 **Schoolwide Action Research for Professional Learning Communities**

Karl H. Clauset, Dale W. Lick, Carlene U. Murphy, 2008-05-15 Clearly shows the success that can occur when a staff learns together. I highly recommend this book to aspiring and beginning principals as well as those with years of experience. Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals. Foster schoolwide professional learning through a collaborative action research model. Action research is a popular method for individual educators to examine their practices and grow in their profession. In this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance. The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component. With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively to improve teacher practice and student learning. The authors empirical data and comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform. Additionally readers will learn how The WFSG system compares with other approaches to action research. The schoolwide action research process can be applied in a wide variety of school reform efforts. Study groups can move from discussion to action. Principals and district leaders can support schoolwide action research. Discover

the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide
Subject Offerings and Enrollments United States. Education Office,1965 **Catalog** Washburn University of Topeka,1890 Catalogue of the Officers and Students Brown University,1879 **Circular - Office of Education** United States. Office of Education,1964 Annual Calendar of McGill College and University McGill University,1877 *Summary of Standards and Equipment for Approved Graded and High Schools* Iowa. Department of Public Instruction,Melvin R. Fayram,1916 Advances in Computers ,1980-02-01 Advances in Computers **Michigan School Moderator** ,1898
The Journal of Education for the Province of Quebec Pierre Joseph Oliver Chauveau,Henry Hopper Miles,Patrick Delaney,George W. Colfer,1876 A catalogue of the law school of the university at Cambridge Harvard university law sch,1873 *Catalogue of the Hampton Normal & Agricultural Institute, at Hampton, Virginia, for the Academical Year ...* Hampton Normal and Agricultural Institute (Va.),1938 **Report** Georgia. Dept. of Education,1896 **The Harvard University Catalogue** Harvard University,1891 **The Johns Hopkins University Circular** Johns Hopkins University,1882 Includes University catalogues President s report Financial report registers announcement material etc
Journal New South Wales. Parliament. Legislative Council,1885 *The Johns Hopkins university circulars [afterw.] circular* ,1883

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