NAEP Released Items Aligned to the Iowa Core

1. NBT.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

a. 10 can be thought of as a bundle of ten ones — called a "ten."
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Which one of the following represents 3 tens?

A. 3
B. 30
C. 300
D. 310

2008-9-21-13

Source: National Assessment of Educational Progress, 2008, Age 9 Mathematics Assessment.

---

Which one of the following represents "nine tens"?

A. 9
B. 90
C. 900
D. 910

2004-9-23-11

Source: National Assessment of Educational Progress, 2004, Age 9 Mathematics Assessment.

---

1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

Which of the following is TRUE?

A. 8 > 9
B. 8 > 6
C. 8 = 6
D. 8 < 6

2008-9-21-2

Source: National Assessment of Educational Progress, 2008, Age 9 Mathematics Assessment.

---

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

What number is10 LESS than 95?

2008-9-21-6

Source: National Assessment of Educational Progress, 2008, Age 9 Mathematics Assessment.

_____

1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.