Grade Two
First Quarter
Assessment
Component
1.01 Develop number sense for whole numbers through 999.
a) Connect model, number word, and number using a variety of representations.

1. Write the number.

a) __________________________

b) forty-three

b) __________________________

c) __________________________

d) __________________________

e) __________________________
1.01 Develop number sense for whole numbers through 999.
   b) Read and write numbers.
   c) Compare and order.

2. Read these number words and write the numbers.
   a) seventy-two
   b) thirty-eight
   c) two hundred
   d) nineteen
   e) ninety

   a)
   b)
   c)
   d)
   e)

3. Write these numbers in order from smallest to largest.

   391   75   804   103   532

   __________, __________, __________, __________, __________.
   smallest   largest

4. Fill in this part of a hundred board.

   __________  82
   91   __________  94
5. Arkeem collects pictures of cars and motorcycles. He has 60 new pictures to put in his scrapbook. If he puts 10 pictures on a page, how many pages will he need?

Arkeem will need ____________ pages.

Show your work. Explain with pictures, words, or numbers.
1.01 Develop number sense for whole numbers through 999.
   d) Rename.
   f) Use a variety of models to build understanding of place value (ones, tens, hundreds).

6. Jeff put his marble collection in bags.
   He put ten marbles in each bag.
   When he finished, Jeff had 12 bags of ten marbles and three marbles left over.
   How many marbles did Jeff have?

   Show your work. Explain with pictures, words, or numbers.

   Jeff had ____________ marbles.
7. Six apples are needed to fill one fruit bowl. If Bonnie wants to fill seven fruit bowls, about how many apples will she need? Estimate the number of apples she will need.

Circle your answer:

Bonnie will need

- fewer than 10 apples
- between 10 and 30 apples
- between 30 and 50 apples
- more than 50 apples
1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
   a) Strategies for adding and subtracting numbers.
   b) Estimation of sums and differences in appropriate situations.
   c) Relationships between operations.

1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.

8. Addie has a pocket full of coins.
   She has four dimes,
   two nickels, and
   nine pennies.

How much money is in Addie’s pocket?

Show your work. Explain with pictures, words, or numbers.

Addie has ________________ in her pocket.
1.04 Develop fluency with multi-digit addition and subtraction through 999 using multiple strategies.
   a) Strategies for adding and subtracting numbers.
   b) Estimation of sums and differences in appropriate situations.
   c) Relationships between operations.

1.05 Create and solve problems using strategies such as modeling, composing and decomposing quantities, using doubles, and making tens and hundreds.

9. Erin cleaned her closet and found nine gloves.
   Erin counted the fingers on all the gloves.
   Including thumbs, how many fingers did Erin count?

   Show your work. Explain with pictures, words, or numbers.

   Erin counted ________________ fingers.

1.06 Define and recognize odd and even numbers.

10. Are these sets odd or even?
   Circle E in the box if the set has an even number of items.
   Circle O in the box if the set has an odd number of items.
2.01 Estimate and measure using appropriate units.
a) Length (meters, centimeters, feet, inches, yards).

11. Sara Snail crawled from her leaf to the daisy. How many inches did Sara crawl?

Sara crawled _____________ inches.

2.01 Estimate and measure using appropriate units.
b) Temperature (Fahrenheit).

12. Dylan checked the temperature before going for a swim. What was the temperature Dylan read?

The temperature was ___________ °F.
4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2’s, 5’s, 10’s).

13. Mrs. Green’s class made a Venn diagram about brothers and sisters. This is the diagram they made.

How many students have sisters? ______________

How many students have brothers? ______________

How many students have both sisters and brothers? ______________

How many students do not have sisters or brothers? ______________
4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2’s, 5’s, 10’s).

14. Jamie asked her friends about their favorite pizza topping. She made this pictograph of the results.

<table>
<thead>
<tr>
<th>Favorite Pizza Toppings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheese</td>
</tr>
<tr>
<td>Sausage</td>
</tr>
<tr>
<td>Pepperoni</td>
</tr>
</tbody>
</table>

How many students chose each topping?

Cheese ____________

Sausage ____________

Pepperoni ____________

5.01 Identify, describe, translate, and extend repeating and growing patterns.

15. What are the next two numbers in this pattern?

2, 7, 12, 17, 22, __________, __________

16. Look at this pattern. Circle the pattern unit.

What is the 16th shape in this pattern?

△ □ □ □ △ □ □ □ △ □ □ □ △

The 16th shape is __________________.
17. Kelly made this pattern puzzle for her friends. 
Continue the pattern by adding the next five shapes.

\[ ▼ ▽ ▽ ▽ ▽ ▽ ▽ ▽ ▽ ▽ \]

1.03 Create, model, and solve problems that involve addition, subtraction, equal grouping, and division into halves, thirds, and fourths (record in fraction form).

5.02 Write addition and subtraction number sentences to represent a problem; use symbols to represent unknown quantities.

18. Brooke and Donata bought some gumballs.
   Brooke bought nine gumballs.
   Donata bought five more gumballs than Brooke.
   How many gumballs did Donata buy?

Show your work. Explain with pictures, words, or numbers.

Donata bought \[ \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} \underline{\phantom{0}} \] gumballs.

Write a number sentence to show how many gumballs Donata bought.
4.01 Collect, organize, describe and display data using Venn diagrams (three sets) and pictographs where symbols represent multiple units (2’s, 5’s, 10’s).

   He has:
   20 animal stamps     40 bird stamps
   15 fish stamps       35 insect stamps

   Use the grid your teacher gives you to make a pictograph of Joey’s stamps.

   Each □ will represent five stamps.