



2

Common Core State Standards

Second Grade Assessments

Grade 2

- **Math Standards**
- **English Standards**

**Worksheets and Activities
that assess every standard!**

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Common Core State Standards

English Assessments

Grade 2

- **Math Standards**
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Worksheets and Activities
that assess every standard!

Name: _____

Date: _____

Directions: Read the fable below. Recount the story to show your understanding. What lesson or moral does this fable teach?

Assessment

The Lion and the Mouse

Once when a Lion was asleep, a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "Forgive me this time, I shall never forget it: Who knows, I may be able to do you a favor in return one of these days?"

The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after, the Lion was caught in a trap. The hunters who desired to carry him alive to the King tied him to a tree while they went in search of a wagon to carry him on. Just then, the little Mouse happened to pass by, and seeing the dangerous situation in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse.

How does the Lion feel about the Mouse at the beginning of this fable?

.....

How does he feel by the end?

.....

What lesson did the Lion learn?

.....

What does this fable try to teach?

.....

Name: _____ Date: _____

Directions: Read two stories with similar plots, or characters. Compare the elements from the two stories below.

Title #1:

Assessment - Page 1

Title #2:

Compare Characters



Compare Settings



Name: _____ Date: _____

Directions: Read two stories with similar plots, or characters. Compare the elements from the two stories below.

Assessment - Page 2

Title #1:

Title #2:

Compare Problems



Compare Solutions



Name: _____

Date: _____

Directions: Read *The Magic School Bus Lost in the Solar System*. Read the words from the text below. Use picture clues and context to determine the meanings of the words and phrases.

Assessment A

Word or Phrase

What I Think It Means...

orbit

The information I used from the text to help me

Word or Phrase

What I Think It Means...

atmosphere

The information I used from the text to help me

Word or Phrase

What I Think It Means...

asteroid belt

The information I used from the text to help me

Name: _____

Date: _____

Directions: Read the words below. Determine if they have a long vowel or short vowel sound. Circle **long** or **short** for each word.

Assessment A

street	long short	spin	long short
kite	long short	flute	long short
flame	long short	scope	long short
stun	long short	brand	long short
stop	long short	tent	long short

Directions: Match the vowel team to the correct picture with that vowel sound and spelling.

ow			ee
aw			ay
ea			oa
oo			ey
ie			ue

Name: _____

Date: _____

Directions: Record the digital tools your students use. Print multiple pages for use with entire class.

Assessment

Digital Skill	Date	Notes
Can turn on a computer.		
Can shut down a computer.		
Uses a mouse well. (Can double-click; move cursor to desired place; scroll if available.)		
Knows where most common characters are on keyboard.		
Can log in and out of programs.		
Can change the font or size of font.		
Knows how to use space bar; back space; delete; and return.		
Can add a graphic.		
Can drag and drop an item.		
Can copy/paste an item.		
Can save a file.		
Can print work.		
Can print a file.		
Can use word processing and/or presentation software to type and create resources.		

Name: _____

Date: _____

Directions: Choose the proper irregular noun for each sentence.

Assessment B

1. There were five _____ working on the old car.
man men mans mens
2. I can see one _____ dancing on the stage.
person peoples persons people
3. At night we can hear all of the _____ running around.
mouse mice mouses mices
4. The bus was full of _____ heading to the zoo.
childrens childs children child
5. A cute, little _____ follows me around the pond.
gooses geeses geese goose
6. My dad likes to soak both his _____ at night.
foot feet feets foots
7. I may have to go to the dentist to pull out a _____.
tooth teeths teeth tooths
8. Twenty-four _____ were at my uncle's farm.
oxes oxen oxens ox
9. I asked the _____ if she could help me find a dress.
womans women woman womens
10. We counted 10 _____ in our aquarium.
fish fishs fishes feesh

Name: _____

Date: _____

Directions: Write words that fit the common spelling patterns below.

Assessment B

ick

udge

art

eat

oat

ight



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Common Core State Standards

Math Assessments

Grade 2

- **Math Standards**
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**Worksheets and Activities
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Name: _____

Date: _____

Directions: Know how to add and subtract within 20. Solve the addition and subtraction equations below. Use strategies you know to find answers.

Assessment

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 19 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 11 \\ \hline \end{array}$$

$8 + 7 = \square$

$4 + 9 = \square$

$7 + 5 = \square$

$15 - 7 = \square$

$13 - 9 = \square$

$19 - 8 = \square$

Name: _____

Date: _____

Directions: Read the numbers below. Write the amount of ones, tens, and hundreds that are in each number.

Assessment

457

___ hundreds
___ ones
___ tens

102

___ ones
___ tens
___ hundreds

735

___ tens
___ ones
___ hundreds

229

___ ones
___ tens
___ hundreds

310

___ ones
___ hundreds
___ tens

864

___ ones
___ tens
___ hundreds

983

___ tens
___ ones
___ hundreds

658

___ ones
___ tens
___ hundreds

517

___ hundreds
___ ones
___ tens

Name: _____

Date: _____

Directions: Compare the three-digit numbers below. Write the symbols $<$, $>$, or $=$ to record the results of the comparisons.

Assessment

1.

459 ___ 195

6.

129 ___ 129

2.

308 ___ 396

7.

636 ___ 363

3.

440 ___ 439

8.

220 ___ 660

4.

388 ___ 388

9.

474 ___ 747

5.

503 ___ 703

10.

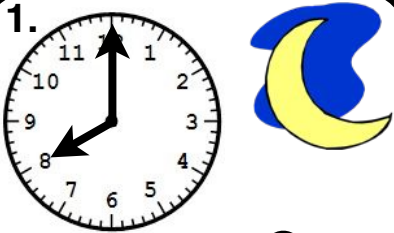
989 ___ 999

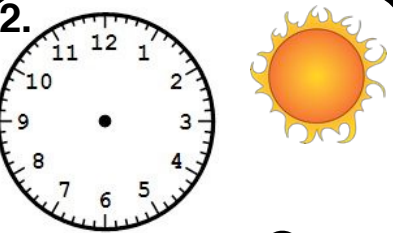
Name: _____

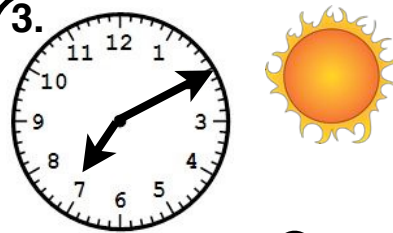
Date: _____

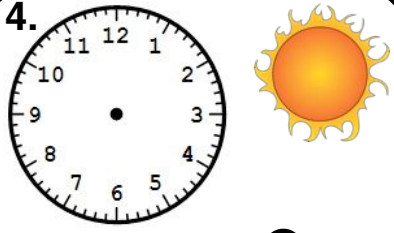
Directions: Write the times, draw the hour and minute hands, and choose a.m. or p.m. for each clock.

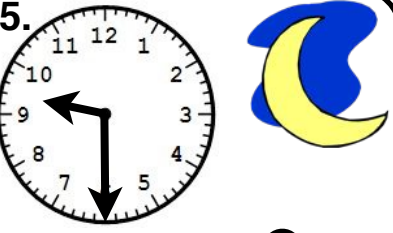
Assessment

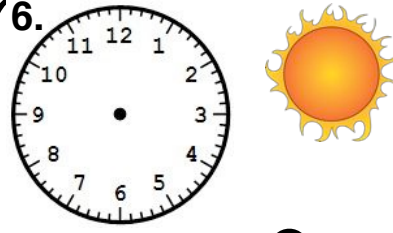
1.  a.m.
 p.m.

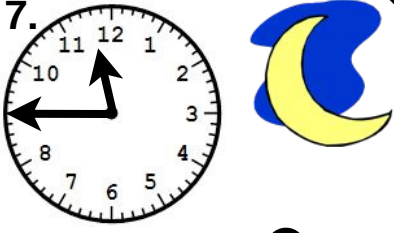
2.  a.m.
8:05 p.m.

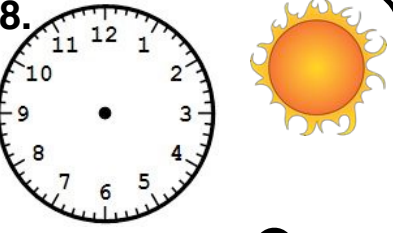
3.  a.m.
 p.m.

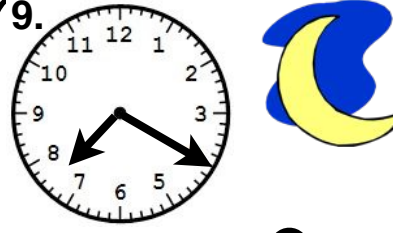
4.  a.m.
6:15 p.m.

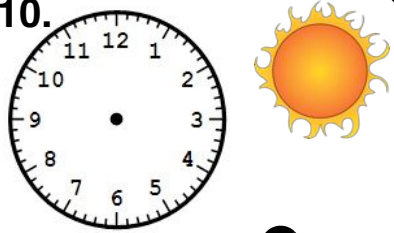
5.  a.m.
 p.m.

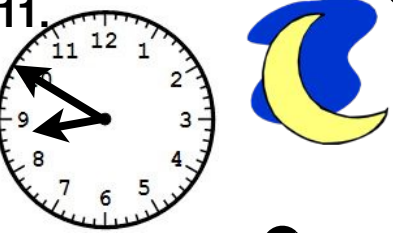
6.  a.m.
10:35 p.m.

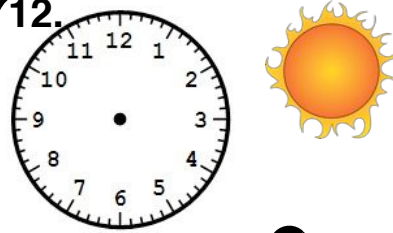
7.  a.m.
 p.m.

8.  a.m.
7:45 p.m.

9.  a.m.
 p.m.

10.  a.m.
11:25 p.m.

11.  a.m.
 p.m.

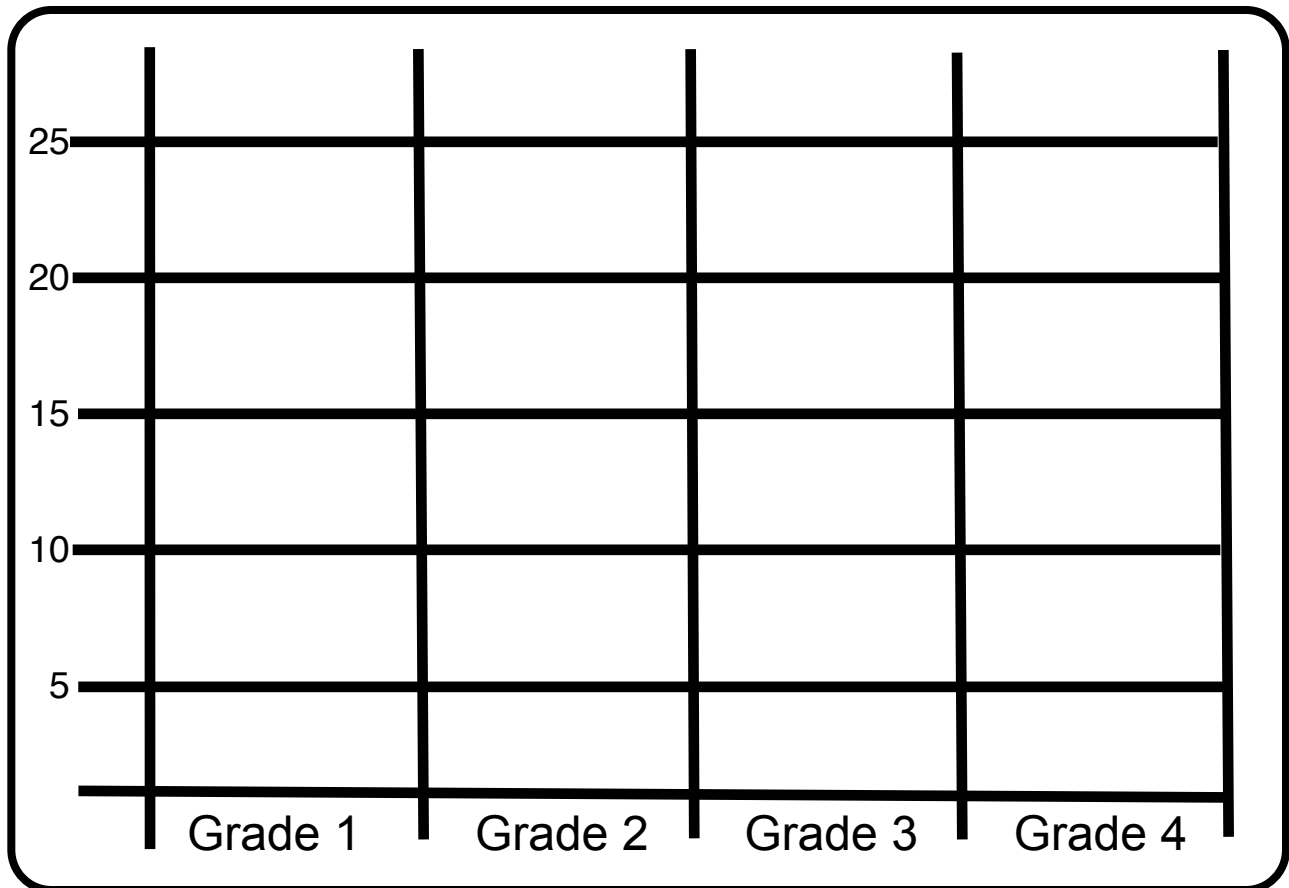
12.  a.m.
9:55 p.m.

Name: _____

Date: _____

Directions: Organize the data below into a pictograph. Then, use the information from the graph to solve the problems.

Assessment A



DATA

Grade 1 collected 20 books.
 Grade 2 collected 25 books.
 Grade 3 collected 15 books.
 Grade 4 collected 10 books.

KEY

= 5 books

The school had a book drive to support the local shelter. Grades 1, 2, 3, and 4 collected books. Organize the book data into the pictograph above.

1. Who collected the most books? _____
2. What was the total amount of books collected? _____
3. Which grade collected the least books? _____

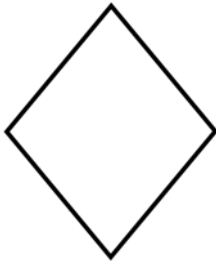
Name: _____

Date: _____

Directions: Choose the correct name for each shape below.

Assessment B

1.



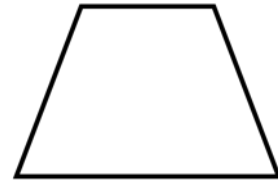
- square
- rhombus
- rectangle

2.



- square
- rectangle
- cube

3.



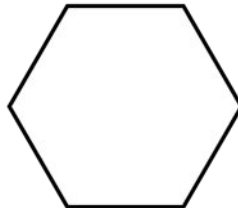
- trapezoid
- rhombus
- rectangle

4.



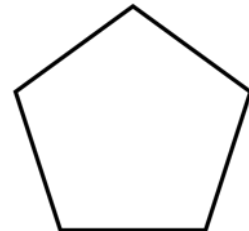
- circle
- cube
- rectangle

5.



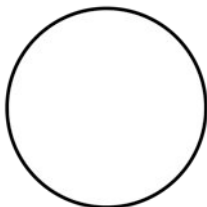
- pentagon
- hexagon
- square

6.



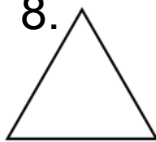
- octagon
- rhombus
- pentagon

7.



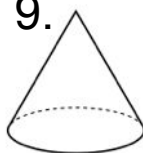
- square
- circle
- cylinder

8.



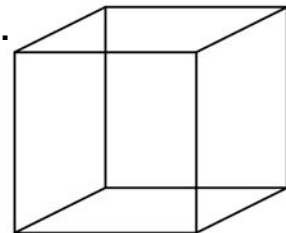
- cone
- triangle
- cube

9.



- cone
- triangle
- cube

10.



- square
- cube
- trapezoid



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Common Core State Standards

Progress Reports

Grade 2

- Math Standards
- English Standards

Worksheets and Activities
that assess every standard!

NAME: _____

Use this form to keep track of progress and grades.

Standard	Grade
RL.2.1	/ 5
RL.2.2	/ 4
RL.2.3	/ 9
RL.2.4	/ 14
RL.2.5	/ 6
RL.2.6	/ 6
RL.2.7	/ 6
RL.2.9 1 & 2	/ 8
RL.2.10	/ 6

Standard	Grade
RI.2.1	/ 5
RI.2.2	/ 4
RI.2.3	/ 6
RI.2.4 A	/ 6
RI.2.4 B	/ 9
RI.2.5	/ 9
RI.2.6	/ 8
RI.2.7	/ 9
RI.2.8	/ 5
RI.2.9	/ 10
RI.2.10	/ 6

Standard	Grade
RF.2.3 A	/ 20
RF.2.3 B	/ 20
RF.2.3 C	/ 20
RF.2.4	/ 5

Standard	Grade
W.2.1	/ 6
W.2.2 1 & 2	/ 10
W.2.3 1 & 2	/ 10
W.2.5	/ 10
W.2.6	/ 14
W.2.7	/ 10
W.2.8	/ 4

Standard	Grade
SL.2.1	/ 6
SL.2.2	/ 6
SL.2.3	/ 5
SL.2.4	/ 10
SL.2.5	/ 6
SL.2.6	/ 8

Standard	Grade
L.2.1 A	/ 10
L.2.1 B	/ 10
L.2.1 C	/ 10
L.2.1 D	/ 10
L.2.2 A	/ 10
L.2.2 B	/ 12
L.2.2 C	/ 5
L.2.3	/ 10
L.2.4 A	/ 20
L.2.4 B	/ 15
L.2.5	/ 30
L.2.6	/ 28

NOTES:

NAME: _____

Use this form to keep track of progress and grades.

Standard	Grade
2.OA.1	/ 5
2.OA.2	/ 14
2.OA.3 A	/ 24
2.OA.3 B	/ 15
2.OA.4	/ 18

Standard	Grade
2.NBT.1	/ 27
2.NBT.2	/ 8
2.NBT.3	/ 15
2.NBT.4	/ 10
2.NBT.5	/ 14
2.NBT.6	/ 8
2.NBT.7 A	/ 5
2.NBT.7 B	/ 5
2.NBT.8 A	/ 10
2.NBT.8 B	/ 10
2.NBT.9	/ 10

Standard	Grade
2.MD.1	/ 10
2.MD.2	/ 12
2.MD.3	/ 15
2.MD.4	/ 12
2.MD.5	/ 5
2.MD.6	/ 15
2.MD.7	/ 24
2.MD.8	/ 5
2.MD.9	/ 9
2.MD.10 A	/ 10
2.MD.10 B	/ 10

Standard	Grade
2.G.1 A	/ 6
2.G.1 B	/ 10
2.G.2 A	/ 9
2.G.2 B	/ 9
2.G.2 C	/ 9
2.G.3 A	/ 9
2.G.3 B	/ 11

NOTES:



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Common Core State Standards

Blank Progress Reports

Grade 2

- **Math Standards**
- **English Standards**

**Worksheets and Activities
that assess every standard!**

NAME: _____

Use this form to keep track of progress and grades.

Standard	Grade
RL.2.1	
RL.2.2	
RL.2.3	
RL.2.4	
RL.2.5	
RL.2.6	
RL.2.7	
RL.2.9 1 & 2	
RL.2.10	

Standard	Grade
RI.2.1	
RI.2.2	
RI.2.3	
RI.2.4 A	
RI.2.4 B	
RI.2.5	
RI.2.6	
RI.2.7	
RI.2.8	
RI.2.9	
RI.2.10	

Standard	Grade
RF.2.3 A	
RF.2.3 B	
RF.2.3 C	
RF.2.4	

Standard	Grade
W.2.1	
W.2.2 1 & 2	
W.2.3 1 & 2	
W.2.5	
W.2.6	
W.2.7	
W.2.8	

Standard	Grade
SL.2.1	
SL.2.2	
SL.2.3	
SL.2.4	
SL.2.5	
SL.2.6	

Standard	Grade
L.2.1 A	
L.2.1 B	
L.2.1 C	
L.2.1 D	
L.2.2 A	
L.2.2 B	
L.2.2 C	
L.2.3	
L.2.4 A	
L.2.4 B	
L.2.5	
L.2.6	

NOTES:

NAME: _____

Use this form to keep track of progress and grades.

Standard	Grade
2.OA.1	
2.OA.2	
2.OA.3 A	
2.OA.3 B	
2.OA.4	

Standard	Grade
2.NBT.1	
2.NBT.2	
2.NBT.3	
2.NBT.4	
2.NBT.5	
2.NBT.6	
2.NBT.7 A	
2.NBT.7 B	
2.NBT.8 A	
2.NBT.8 B	
2.NBT.9	

Standard	Grade
2.MD.1	
2.MD.2	
2.MD.3	
2.MD.4	
2.MD.5	
2.MD.6	
2.MD.7	
2.MD.8	
2.MD.9	
2.MD.10 A	
2.MD.10 B	

Standard	Grade
2.G.1 A	
2.G.1 B	
2.G.2 A	
2.G.2 B	
2.G.2 C	
2.G.3 A	
2.G.3 B	

NOTES:



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Common Core State Standards

English Answer Keys

Grade 2

- Math Standards
- English Standards

Worksheets and Activities
that assess every standard!

Reading: Literature**RL.2.1 Assessment**

Answers may vary. Sample answers:

1. Morning, during breakfast.
2. Ethan and mom.
3. Ethan eats food that is too sugary, and mom thinks he may get cavities.
4. Eggs, toast, jam, bacon, fruit, milk.
5. Questions may vary.

RL.2.2 Assessment

Answers may vary. Sample answer:

1. The lion saw the mouse as food.
2. He probably feels grateful and respects the mouse.
3. The lion learned that even a small mouse can help a big lion.
4. Don't judge someone by their size. Little friends can be great friends.

RL.2.3 Assessment

Answers will vary, but they should show clear understanding of the stories read, and how events impact characters.

RL.2.4 Assessment

1. line 1 = 7 line 5 = 8
 line 2 = 7 line 6 = 8
 line 3 = 8 line 7 = 7
 line 4 = 8 line 8 = 7
2. cone & alone creamy & steamy
 drips & hips round & ground
3. Responses will vary. Look for rhyme and patterning in student writing.

RL.2.5 Assessment

Answers will vary, but they should show clear understanding of the beginning, middle, and end of stories as well as how events relate to each other.

RL.2.6 Assessment

Answers will vary, but should show understanding of different points of view, as well as why different characters have different opinions.

RL.2.7 Assessment

Responses will vary. Students should show an illustration that helps explain the setting, characters, or events in a story. It should have a sensible explanation of how illustrations help them understand a story.

RL.2.9 Assessment - Pages 1 & 2

Answers will vary, but should accurately compare two stories in the following areas: Characters, Settings, Problems, and Solutions.

RL.2.10 Assessment

Students may use this record sheet to record their reading in appropriate grade-level books and poems in various genres and styles.

Reading: Informational Text**RI.2.1 Assessment**

Answers may vary. Sample answers:

1. Most giraffes live in Africa.
2. Male giraffes are taller and can grow to 19 feet.
3. They can get water by eating wet leaves.
4. Giraffes are tall, with long necks, long legs, and spotted bodies. They have small horns on top of their heads.
5. Questions may vary.

RI.2.2 Assessment

Answers may vary. Sample answer:
Main Topic: The piñata is a celebration tradition in Mexico.

Paragraph 1: What a piñata is and when it is used.

Paragraph 2: How to use a piñata.

Paragraph 3: The piñata is used by American kids, too.

RI.2.3 Assessment

Responses may vary. Students use this form to record events from an informational story and compare and contrast the events.

RI.2.4 Assessment A

Answers will vary. Student answers should have some sensible meanings, as well as good pieces of evidence to support those meanings.

RI.2.4 Assessment B

Answers will vary depending on stories or texts chosen. Student answers should have some sensible meanings, as well as good pieces of evidence to support those meanings.

RI.2.5 Assessment

Responses may vary. Examples should show the variety of nonfiction text features, and their corresponding page numbers.

RI.2.6 Assessment

Responses may vary.
Responses should describe the author's purpose of the text, and cite examples.

RI.2.7 Assessment

Column 3 answers will vary. Sample answers for columns 1 and 2:

diagram: The image shows the parts of the plant cell. It helps the reader understand how a plant cell is constructed and its various parts.

photograph: The image shows a leaf, its coloring, and its veins. It helps the reader recognize and understand the structure of a leaf.

drawing: The image shows a stem and its leaves. It helps the reader understand how leaves may be grouped on a stem.

RI.2.8 Assessment

Sample answers:

Bowling is fun, full of action (spinning towards white pins, crack of thunder).

Colorful shoes, interesting scoring, practice math, great for non-runners, fun with family and friends.

RI.2.9 Assessment

Responses may vary. Students use this form to compare and contrast points from two different texts.

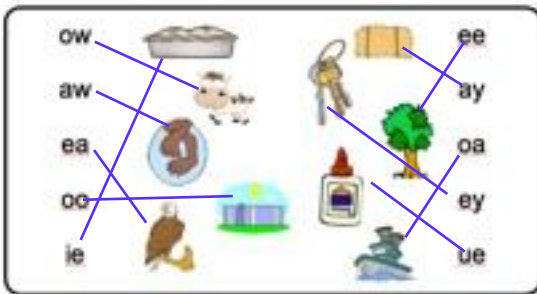
RI.2.10 Assessment

Students can use this checklist to help make sure they read a variety of informational texts.

Reading: Foundational Skills

RF.2.3 Assessment A

street	long short	spin	long short
kite	long short	flute	long short
flame	long short	scope	long short
stun	long short	brand	long short
stop	long short	tent	long short



RF.2.3 Assessment B

Color in stars for each correctly read word in both the top and bottom sections.

RF.2.3 Assessment C

Color in stars for each correctly read word in both the top and bottom sections.

RF.2.4 Assessment

Use the form and the directions on the following page to check for reading accuracy and comprehension. Keep a running record of each student's reading progress.

Writing**W.2.1 Assessment**

Answers will vary. Students should use this form to explain an opinion about something they have read. Their opinions should be well formed and supported with details.

W.2.2 Assessment - Pages 1 & 2

Answers will vary. Students should use the planning sheet to get facts and details for their writing. On page 2 they can write a draft.

W.2.3 Assessment - Pages 1 & 2

Answers will vary. Students should use the planning sheet to get events and details for their writing. On page 2 they can write a draft.

W.2.5 Assessment

Students should use this form as a checklist for editing and revising their writing.

W.2.6 Assessment

Use this form as a checklist of student computer skills, especially for writing using technology.

W.2.7 Assessment

Students should use this form to take notes on a research project. This sheet can be used as a planning page.

W.2.8 Assessment

Students should use this form to take notes as they search for an answer to a question. The question should be answered at the bottom, using evidence collected.

Speaking & Listening**SL.2.1 Assessment**

Responses may vary. Students can use this form when they participate in a group.

SL.2.2 Assessment

Responses may vary. Students can use this form when they listen to an oral presentation.

SL.2.3 Assessment

Responses may vary. Students can use this form when they listen to a speaker.

SL.2.4 Assessment

Students should use this form to plan telling a story or explaining about an experience.

SL.2.5 Assessment

This form can be used to self-critique a presentation with visuals.

SL.2.6 Assessment

This form can be used to check when students are speaking in complete sentences.

Language - Part 1

L.2.1 Assessment A

TOP SECTION:

1. class
2. flock
3. staff
4. stack
5. bouquet

BOTTOM SECTION:

1. myself
2. yourselves
3. herself
4. itself
5. himself

L.2.1 Assessment B

1. men
2. person
3. mice
4. children
5. goose
6. feet
7. tooth
8. oxen
9. woman
10. fish

L.2.1 Assessment C

TOP SECTION:

1. began
2. broke
3. built
4. drew
5. held

BOTTOM SECTION:

1. sadly
2. quickly
3. kind
4. carefully
5. final

L.2.1 Assessment D

Answers will vary. Sample answers:

1. Sally runs fast when she is in a race.
2. The stray cat outside makes noise at night.
3. We are watching a scary movie together on the couch.
4. As I opened my birthday gift, I was thrilled!
5. My mom drinks her hot coffee in a big, goofy mug.

L.2.2 Assessment A

Dear Carlos,

I am writing to tell you that last week I got a new bicycle. It isn't really new. It used to be Benny's bike, but he bought a new Schwinn at Joe's Bike Shop in East Harlem. Benny knew I had asked for a bike for Christmas, but I didn't get one. Wasn't he nice to do that? Now I can give my old bike to Sean before he moves to New Jersey. Sean's bike was stolen last month along with his Dell computer. He's upset, and I know this will make him happy! Talk to you soon!

Your Friend,
Pedro

L.2.2 Assessment B

Sample Answers:

ICK	UDGE	ART
sick	judge	start
stick	budge	cart
pick	sludge	part
flick	pudge	mart
tick	drudge	smart
quick	fudge	fart

EAT	OAT	IGHT
feat	coat	flight
meat	float	right
wheat	boat	might
heat	goat	tight
treat	moat	light
peat	oatmeal	fight

Language - Part 2

L.2.2 Assessment C

Students should fill in this sheet as they use reference materials. A separate log might be kept to keep track of what they actually used them for.

L.2.3 Assessment

1. informal
2. formal
3. formal
4. informal
5. formal

Sample answers for the bottom:

How wonderful! You received an A on your paper!
It was nice seeing you.
Hope to see you again.

L.2.4 Assessment A

Answers will vary. Sample answers:

TOP SECTION:

<u>Left side:</u>	<u>Right side:</u>
to feel good	to feel bad
to warm up	to warm before
to put on paper	to write again
to be fond of	to be opposed to
to have manners	to have poor manners

BOTTOM SECTION:

<u>Left side:</u>	<u>Right side:</u>
to combine	more of something
to make feel better	To be feeling well at ease
a tall rock	someone who climbs mts
happiness	to be do happily
to leave a mark	feeling about something

L.2.4 Assessment B

Answers will vary. Sample answers:

<u>WORD:</u>	<u>MEANING:</u>
firefly	An insect that lights up
peanut	nut used in peanut butter
handsome	very good looking
bookshelf	a place to store books
birdhouse	a house for a bird

BOTTOM SECTION:

hastily: do quickly
consumed: ate or used
obedient: to obey, follow rules
altered: changed
discarded: threw away

L.2.5 Assessment

TOP SECTION:

peek	glance	look	stare
whisper	say	shout	scream
tiny	small	big	huge
tap	poke	smack	punch
dim	shiny	bright	brilliant

BOTTOM SECTION:

Answers will vary for this section, but should be sensible.

L.2.6 Assessment

Answers will vary, but should be sensible.



2

Common Core State Standards

Math Answer Keys

Grade 2

- **Math Standards**
- **English Standards**

**Worksheets and Activities
that assess every standard!**

Operations and Algebraic Thinking

2.OA.1 Assessment

1. $15 + 11 = 26$ rings
2. $31 - 26 = 5$ markers
3. $56 - 24 = 32$ bread eaten
4. $24 + 36 - 6 = 54$ cookies
5. $89 - 67 = 22$ degrees

2.OA.2 Assessment

Answers from left to right.

TOP SECTION:

12 14 14 14
10 14 13 9

BOTTOM SECTION:

15 13 12
8 4 11

2.OA.3 Assessment A

Answers from left to right.

TOP SECTION:

13 blue, 10 red, 60 red, 54 red, 11 blue
27 blue, 15 blue, 18 red, 78 red, 29 blue
41 blue, 24 red, 73 blue, 8 red, 1 blue
83 blue, 92 red, 72 red, 9 blue, 77 blue

BOTTOM SECTION:

Answers will vary.

2.OA.3 Assessment B

Answers may vary depending on how students changed the odd to an even. If they do something other than add 1, the equations below will be different.

Suggested Answers:

ODD/EVEN: EQUATIONS:

15 odd	$8 + 8 = 16$
12 even	$6 + 6 = 12$
9 odd	$5 + 5 = 10$
14 even	$7 + 7 = 14$
19 odd	$10 + 10 = 20$

2.OA.4 Assessment

Responses will vary. Make sure students used 2 different colors to color in sections of each array. The amount of boxes of each color used should be reflected in the addends.

Totals should be as follows:

15	20	25
12	15	10

Numbers and Operations in Base Ten

2.NBT.1 Assessment

Pay special attention to the order of the place values in the answers.

<u>457</u>	<u>102</u>	<u>735</u>
4 h	2 o	3 t
7 o	0 t	5 o
5 t	1 h	7 h
<u>229</u>	<u>310</u>	<u>864</u>
9 o	0 o	4 o
2 t	3 h	6 t
2 h	1 t	8 h
<u>983</u>	<u>658</u>	<u>517</u>
8 t	8 o	5 h
3 o	5 t	7 o
9 h	6 h	1 t

2.NBT.2 Assessment

TOP SECTION:

Make sure students can properly count by 1's for the three ranges:
245-307, 420-463, and 951-1000

BOTTOM SECTION: (blanks only)

80, 85, 90, 100, 105, 110, 115, 120, 125
50, 60, 65, 70, 75, 80, 85, 95, 100, 105
-10, 0, 10, 40, 50, 60, 70, 80, 90, 100
0, 10, 20, 30, 40, 50, 80, 90, 100, 110
100, 200, 300, 500, 700, 800, 900, 1000, 1100

2.NBT.3 Assessment

NUMERALS, WRITTEN, EXPANDED:

75, seventy-five, $70 + 5$
136, one hundred thirty-six, $100 + 30 + 6$
402, four hundred two, $400 + 2$
893, eight hundred ninety-three, $800 + 90 + 3$
724, seven hundred twenty-four, $700 + 20 + 4$

2.NBT.4 Assessment

- | | |
|------|-------|
| 1. > | 6. = |
| 2. < | 7. > |
| 3. > | 8. < |
| 4. = | 9. < |
| 5. < | 10. < |

2.NBT.5 Assessment

Answers from left to right.

TOP SECTION:

- | | | | |
|----|----|----|----|
| 56 | 90 | 59 | 89 |
| 66 | 61 | 25 | 13 |

BOTTOM SECTION:

- | | | |
|----|----|----|
| 45 | 64 | 88 |
| 33 | 41 | 81 |

2.NBT.6 Assessment

- | | | | |
|--------|--------|-------|--------|
| 1. 46 | 2. 77 | 3. 78 | 4. 86 |
| 5. 146 | 6. 108 | 7. 76 | 8. 113 |

2.NBT.7 Assessment A

- | | |
|--------|----------|
| 1. 779 | 2. 859 |
| 3. 444 | 4. 1,242 |
| 5. 898 | |

2.NBT.7 Assessment B

- | | |
|--------|--------|
| 1. 412 | 2. 325 |
| 3. 308 | 4. 564 |
| 5. 842 | |

2.NBT.8 Assessment A

- | | |
|--------|---------|
| 1. 195 | 6. 651 |
| 2. 133 | 7. 391 |
| 3. 347 | 8. 380 |
| 4. 412 | 9. 562 |
| 5. 586 | 10. 889 |

2.NBT.8 Assessment B

- | | |
|--------|---------|
| 1. 235 | 6. 634 |
| 2. 822 | 7. 279 |
| 3. 488 | 8. 837 |
| 4. 773 | 9. 427 |
| 5. 477 | 10. 782 |

2.NBT.9 Assessment

Answers may vary. Sample answers:

- They are the same but reversed. Both = 9
- $4 + 6 = 10$ and 2 more is 12.
- $(40 + 20) + (3 + 4) = 67$
- $78 - 40 = 38$, minus 2 more = 36.
- $335 + 100 = 435 + 25 = 460$

Measurement and Data

2.MD.1 Assessment

Answers will vary according to objects chosen. Check for accuracy and understanding of measurement.

2.MD.2 Assessment

Answers will vary according to objects chosen. Check for accuracy and understanding of measurement.

2.MD.3 Assessment

Answers will vary according to objects chosen. Check for accuracy and understanding of measurement.

2.MD.4 Assessment

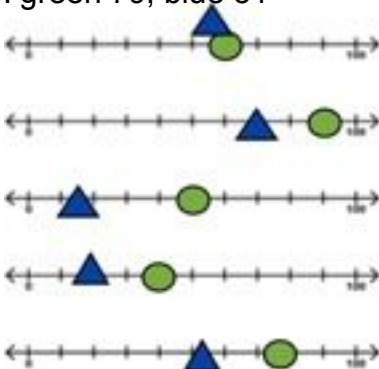
Answers will vary according to objects chosen. Check for accuracy and understanding of measurement.

2.MD.5 Assessment

1. $13 + 15 = 28$ ft
2. $47 + 50 = 97$ m
3. $15 - 12 = 3$ in
4. $67 - 32 = 35$ cm
5. $65 - 25 = 40$ yds



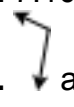



2.MD.6 Assessment

1. green 60, blue 55
2. green 90, blue 70
3. green 50, blue 15
4. green 40, blue 20
5. green 79, blue 51



2.MD.7 Assessment

Check hour and minute hand positions.

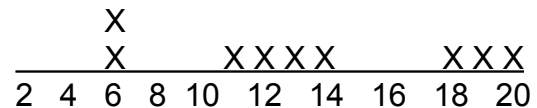
1. 8:00 pm
2.  am
3. 7:10 am
4.  am
5. 9:30 pm
6.  am
7. 11:45 pm
8.  am
9. 7:20 pm
10.  am
11. 8:50 pm
12.  am

2.MD.8 Assessment

1. $6 + 25 + 30 = 61$ cents
2. $7 + 2.25 + .9 = \$10.15$
3. $5 - 3 = \$2.00$
4. $4.35 - (.25 + .10) = \$4.00$
5. MARK = $50 + 15 = 65$ cents
STEVE = $50 + 9 = 59$ cents
So, Mark has more money.

2.MD.9 Assessment

Check for proper locations of the X's.
X's should be located at :
6, 6, 11, 12, 13, 14, 18, 19, 20



2.MD.10 Assessment A

- Check to make sure the graph is completed correctly.
1. grade 2
 2. 70 books
 3. grade 4

2.MD.10 Assessment B

- Check to make sure the graph is completed correctly.
1. Steve
 2. 151 bars
 3. 24 bars

Geometry

2.G.1 Assessment A

Possible shapes to draw:

1. square or rhombus
2. sphere
3. choose two of: right, scalene, isosceles, acute, obtuse, and equilateral triangles
4. cube
5. sphere or cylinder
6. hexagon

2.G.1 Assessment B

- | | | |
|--------------|-------------|--------------|
| 1. rhombus | 2. square | 3. trapezoid |
| 4. rectangle | 5. hexagon | 6. pentagon |
| 7. circle | 8. triangle | 10. cube |
| | 9. cone | |

2.G.2 Assessment A

1. I cut this rectangle into 2 rows and 1 column. **OR**
I cut this rectangle into 1 row and 2 columns.
This rectangle has 2 equal parts. Each piece is a half.
2. I cut this rectangle into 3 rows and 1 column. **OR**
I cut this rectangle into 1 row and 3 columns.
This rectangle has 3 equal parts. Each piece is a third.
3. I cut this rectangle into 2 rows and 2 columns. **OR**
I cut this rectangle into 4 rows and 1 column. **OR**
I cut this rectangle into 1 row and 4 columns.
This rectangle has 4 equal parts. Each piece is a fourth.

2.G.2 Assessment B

1. I cut this rectangle into 5 rows and 1 column. **OR**
I cut this rectangle into 1 row and 5 columns.
This rectangle has 5 equal parts. Each piece is a fifth.
2. Combinations of rows and columns should be: 1 & 6, 6 & 1, 2 & 3, or 3 & 2
This rectangle has 6 equal parts. Each piece is a sixth.
3. Combinations of rows and columns should be: 1 & 8, 8 & 1, 2 & 4, or 4 & 2
This rectangle has 8 equal parts. Each piece is a eighth.

2.G.2 Assessment C

Answers will vary. For these problems, make sure that students have correctly cut the rectangles into fractions of equal pieces. They must then count the rows and columns correctly, and then identify what fraction they have made.

2.G.3 Assessment A

- Make sure all of these fractions have been cut into equal-sized pieces.
1. halves
 2. thirds
 3. fourths
 4. fourths
 5. They are both fourths, even if they are cut differently.

2.G.3 Assessment B

- Make sure all of these fractions have been cut into equal-sized pieces.
1. halves (1/2 is colored purple)
 2. thirds (2/3 is colored red)
 3. halves (1/2 is colored green)
 4. fourths (3/4 is colored brown)
 5. All three should be different fractions, and they should be colored.



Common Core State Standards

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