

Assessment : End of Unit Assessment

Problem 1

Standards Alignments

Addressing 2.MD.D

Narrative

Students write questions that can be answered based on data that is presented in a table.

The table shows the results of a survey about students' favorite sports.

Favorite Sports	
soccer	5
baseball	7
volleyball	4
football	3

Select 3 questions you can answer using the table.

- A. How many students chose football?
- B. How many students chose swimming?
- C. Why did so many students choose baseball?
- D. How many students' favorite sport is either soccer or volleyball?
- E. How many more students' favorite sport is baseball than football?

Solution

["A", "D", "E"]

Problem 2

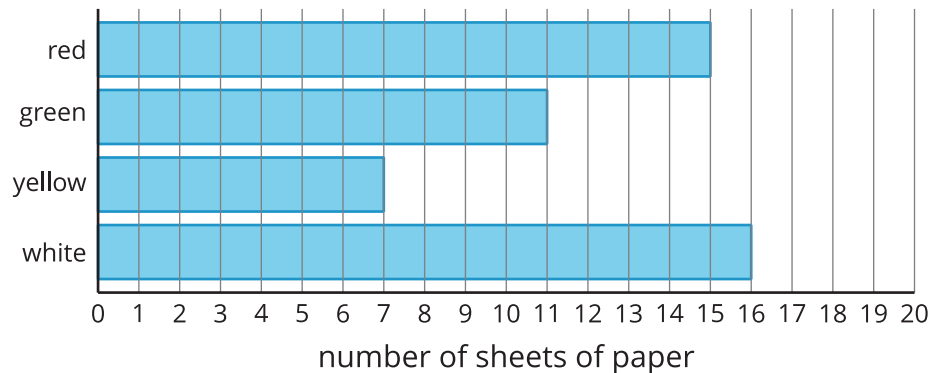
Standards Alignments

Addressing 2.MD.D.10, 2.OA.B.2

Narrative

Students subtract numbers in a data context reading the information from a bar graph. Students may choose answer A if they compare red and green sheets of paper which are next to one another on the graph. They may select answer B if they make a small error in their counting or calculation. They may select answer D if they add the number of yellow and red sheets of paper rather than using subtraction.

The bar graph shows the number of different color sheets of paper on a desktop.



How many more sheets of red paper are there than sheets of yellow paper?

- A. 4
- B. 7
- C. 8
- D. 22

Solution

C

Problem 3

Standards Alignments

Addressing 2.MD.D.10

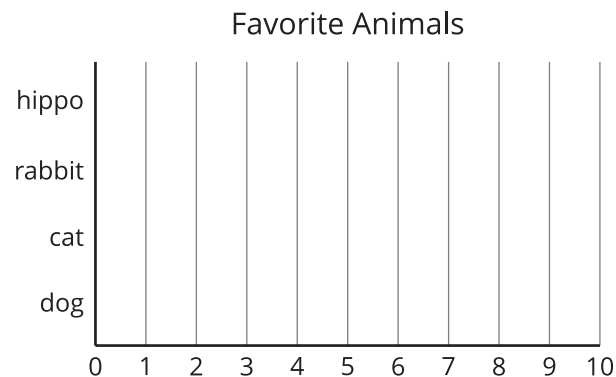
Narrative

Students are given data in a table and they create a bar graph. They are given a pre-made template for the bar graph, including labeled numbers on the side to show how many of each animal there are.

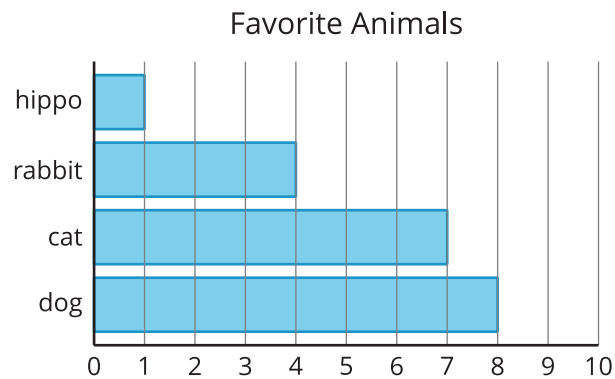
The table shows the favorite animals of some second grade students.

dog	8
cat	7
rabbit	4
hippo	1

Create a bar graph showing the information.



Solution



Problem 4

Standards Alignments

Addressing 2.OA.B.2

Narrative

Students find the missing value to make equations true. This problem gives students the opportunity to solve an arithmetic problem without needing to consider a context. Students may solve these problems using addition or subtraction.

Find the missing value to make each equation true.

- a. $7 + \underline{\quad} = 18$
- b. $20 - \underline{\quad} = 12$
- c. $9 + 7 = \underline{\quad}$
- d. $19 - 14 = \underline{\quad}$

Solution

- a. 11
- b. 8
- c. 16
- d. 5

Problem 5

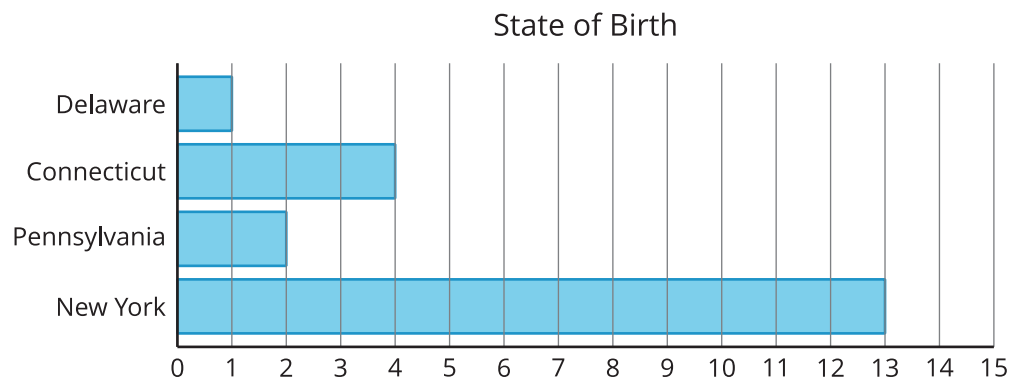
Standards Alignments

Addressing 2.MD.D.10

Narrative

Students are provided information in a bar graph. They read the bar graph accurately and solve addition and subtraction problems based on the data.

The bar graph shows the states where the students in a second grade class were born.



- How many students in the class were born in New York?
- How many students in the class were born in Pennsylvania or in Connecticut?
- How many fewer students in the class were born in Connecticut than in New York?

Solution

- 13
- 6
- 9

Problem 6

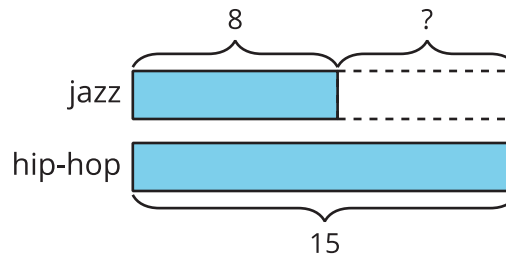
Standards Alignments

Building On 2.OA.A.1

Narrative

Students are given a tape diagram representing the songs on a playlist. They write an equation to answer a Comparison question.

The tape diagram represents the songs on Noah's playlist.



Write an equation that shows how many more hip-hop songs than jazz songs are on Noah's playlist.

Solution

Sample response 1: $8 + ? = 15$ or $15 - 8 = ?$

Sample response 2: $8 + 7 = 15$ or $15 - 8 = 7$

Problem 7

Standards Alignments

Addressing 2.OA.A.1

Narrative

Students answer a Compare, Difference Unknown problem.

A farmer has 48 chickens on her farm. There are 26 more chickens than there are pigs. How many pigs are there on the farm? Show your thinking using diagrams, numbers, words, or equations.

Solution

There are 22 pigs on the farm because there are 48 chickens and $48 - 26 = 22$.