Assessment : 2.6 End of Unit Assessment

Problem 1

Standards Alignments

Addressing 2.G.A.1

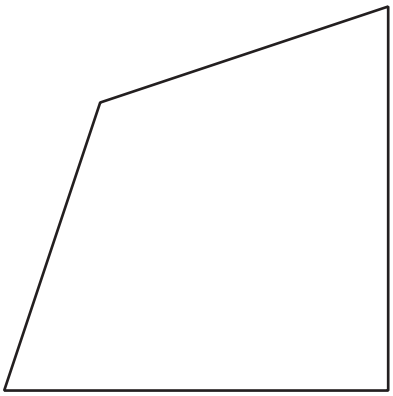
Narrative

Students draw a shape with specified properties. The two sides that are equal do not need to make the square corner as in the sample image.

Draw a quadrilateral with one square corner and two equal sides.

Solution

Sample response:



The two sides that meet in the bottom right are equal and make a square corner.

Problem 2

Standards Alignments

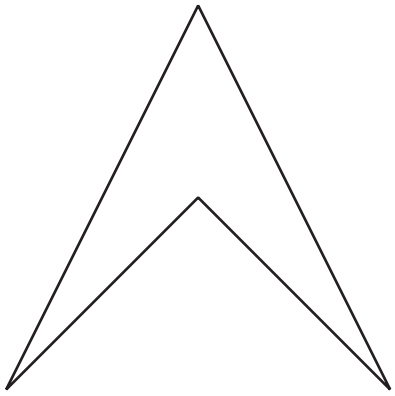
Addressing 2.G.A.1

Narrative

Students identify different two dimensional shapes, including a pentagon and a hexagon. They will need to think about the definitions of each shape as the examples given are not special, that is the quadrilateral is not a rectangle and the pentagon and hexagon are both irregular.

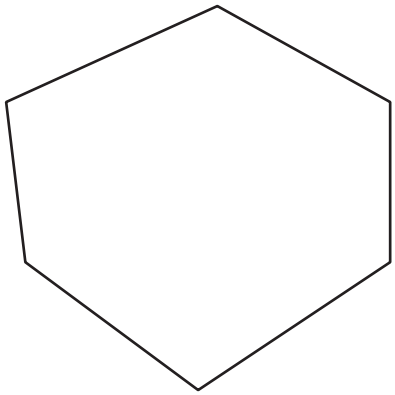
Choose the name of each shape.

a.



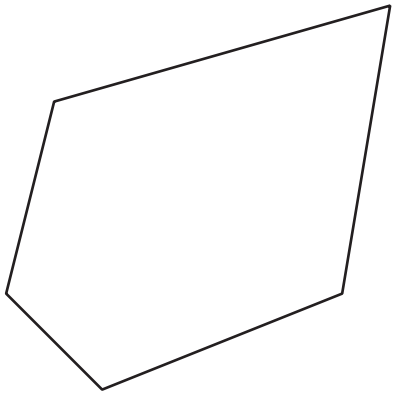
- Hexagon
- Triangle
- Quadrilateral
- Pentagon

b.



- Hexagon
- Triangle
- Quadrilateral
- Pentagon

c.



- Hexagon
- Triangle
- Quadrilateral
- Pentagon

Solution

a. quadrilateral
b. hexagon
c. pentagon

Problem 3

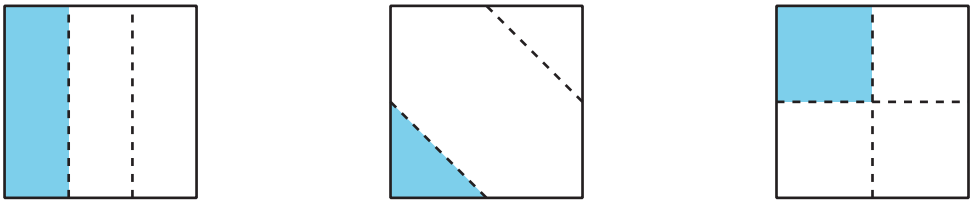
Standards Alignments

Addressing 2.G.A.3

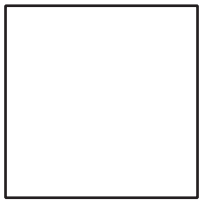
Narrative

Students identify a square that is partitioned in thirds. The distractors include a square that is not divided into 3 equal parts and a square that is divided into equal parts but there are more than 3 of them. Students then shade one third of a square in a different way. The most likely choice, corresponding to the ways students have seen one third in the lessons, is to make horizontal cuts.

a. Circle the shape that is split into thirds.

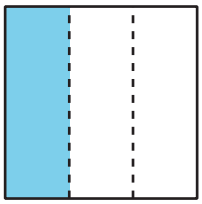


b. Shade one third of this square in a different way than the example above.

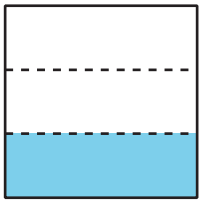


Solution

a.



b. sample response:



Problem 4

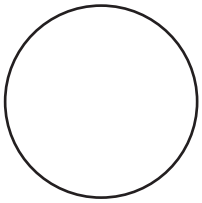
Standards Alignments

Addressing 2.G.A.3

Narrative

Students divide a circle into 4 equal parts and explain why the whole circle can be viewed as four fourths of the circle. It is not important that the four parts of the circle be exactly equal. Students will need to "eyeball" their divisions and the four parts should be roughly equal.

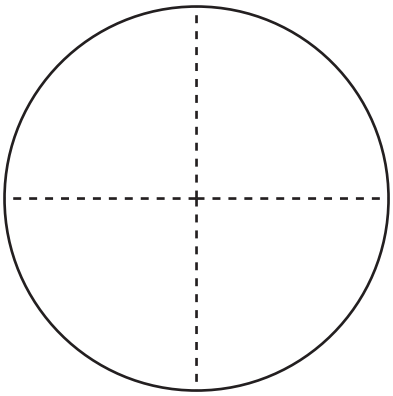
a. Partition the circle into 4 equal parts.



b. Explain why four fourths of the circle is the whole circle.

Solution

a. Sample solution:



b. There are 4 equal parts in the whole circle so four fourths is the whole thing.

Problem 5

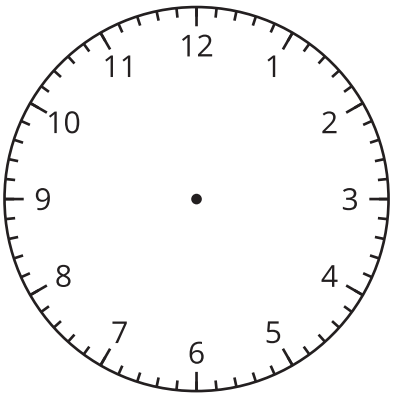
Standards Alignments

Addressing 2.MD.C.7

Narrative

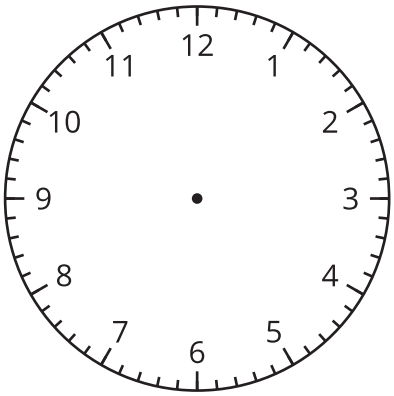
Students draw the hour and minute hands to show different times and determine whether these times are a.m. or p.m. based on whether the event happens in the morning or afternoon. For the student responses, the minute hand should be accurately pointing to the 9, for the first problem, and to the 3 for the second problem. The hour hand does not need to be precisely placed but should be between 6 and 7 for the first problem and between 8 and 9 for the third.

a. Jada gets up in the morning at 6:45. Show this time on the clock face. Circle a.m. or p.m.



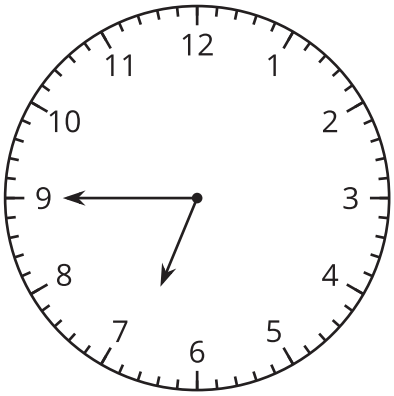
a.m. or p.m.

b. Jada goes to bed at 8:15 in the evening. Show this time on the clock face. Circle a.m. or p.m.

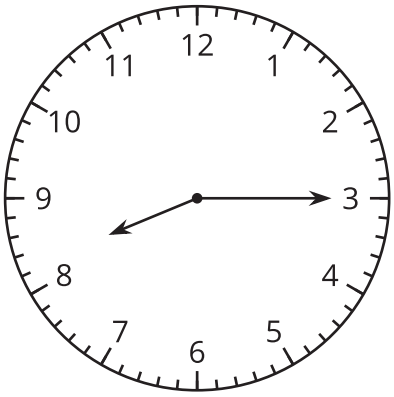


a.m. or p.m.

Solution



a. 6:45 a.m.



b. 8:15 p.m.

Problem 6

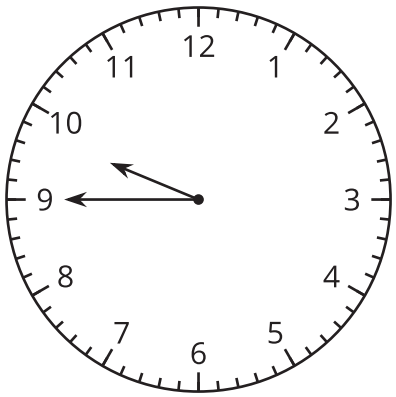
Standards Alignments

Addressing 2.MD.C.7

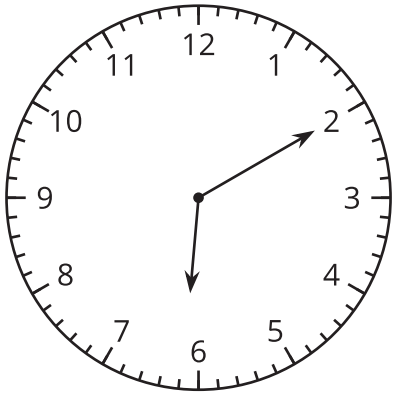
Narrative

Students read and write the time from an analogue clock face to the nearest 5 minutes. The last item is likely to be the trickiest because the hour hand is almost pointing directly at the 1. As a result, some students may write 1:55 rather than 12:55.

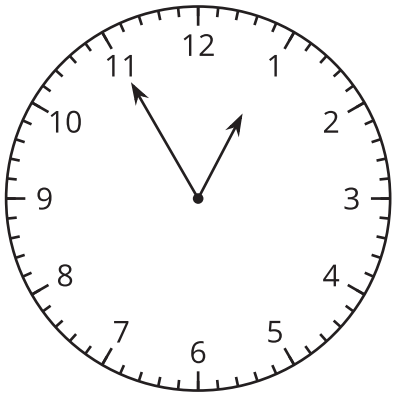
For each clock face, write the time.



a. ___ : ___



b. ___ : ___



___ : ___

Solution

a. 9:45
b. 6:10
c. 12:55

Problem 7

Standards Alignments

Addressing 2.MD.C.8, 2.OA.A.1

Narrative

Students add numbers within 100 in the context of money. Students may make a mistake with their arithmetic or may forget how many cents are in a nickel or a quarter.

Jada has 2 pennies, 3 nickels, and 1 quarter.

a. How many cents does Jada have?
b. How many more cents does Jada need to have one dollar?

Show your thinking using drawings, numbers, words, or equations.

Solution

a. 42: 1 quarter is 25 cents and 3 nickels are 5, 10, 15 cents. That makes 40 cents total. Then 2 more pennies make 2 cents or 42 cents total.
b. 58: 50 and 40 make 90, 2 and 8 make 10, and $90 + 10 = 100$. 100 cents is a dollar.

Problem 8

Standards Alignments

Addressing 2.MD.C.8, 2.OA.A.1

Narrative

Students solve a two-step story problem with a context of money. While the previous item uses cents, this item uses dollars. The first step is addition and the second step is subtraction.

Jada has $26 and Andre has $35. They combine their money to buy a video game that costs $53. How many dollars do Jada and Andre have left after they buy the game?

Show your thinking using drawings, numbers, words, or equations.

Solution

Sample response: $8. First I added 26 and 35.

$20 + 30 = 50$

$6 + 5 = 11$

Then I took away 53.

$50 - 50 = 0$

$11 - 3 = 8$

So they have 8 dollars left.