

Orange Board of Education

Mathematics Department

Math Pre-Assessment

Grade 2



Second Grade Math Assessment

Student Name _____

CCSS	Second Grade Objective	September	January	June	Met the Objective: Student Reached a Level 4-5
2.NBT.A.2	Count to 1000				
2.NBT.A.2	Count By/Skip Count 2's, 5's, 10's, 100's				
2.NBT.A.2	Count On By 10 and 100 (mentally)				
2.NBT.A.3	Write to 1000 (numerals, number names, expanded form)				
2.NBT.A.4	Compare Two three-digit numbers using <, =, >				
2.O.A.A.1	Add Within 100 to solve problems; Add up to four two-digit numbers				
2.NBT.B.7	Add Within 1000(using concrete models and number strategies; relationships btw +/-)				
2.NBT.B.7	Fluently Add/Subtract Within 20; From memory all sums of 2 one -digit numbers				

2.O.A.B.5	Fluently Add/Subtract Within 100 Mentally add/subtract 10 or 100 to/from any number 100-900				
2.G.A.3	Equal Partitioning For partitioned circles and squares use the phrases halves or half of, thirds or third of, & fourths or fourth of				

Name: _____

2.NBT.2

$470 + 10 =$	What are 5 numbers you would say if you skip counted by 10s and started with 470?
$470 + 100 =$	What are 10 numbers you would say if you skip counted by 100s and started with 470?

Name: _____

2.NBT.2

$470 + 10 =$	What are 5 numbers you would say if you skip counted by 10s and started with 470?
$470 + 100 =$	What are 10 numbers you would say if you skip counted by 100s and started with 470?

Name: _____

2.NBT.2

$358 + 10 =$	What are 5 numbers you would say if you skip counted by 10s and started with 358?
$358 + 100 =$	What are 10 numbers you would say if you skip counted by 100s and started with 358?

Name: _____

2.NBT.2

$358 + 10 =$	What are 5 numbers you would say if you skip counted by 10s and started with 358?
$358 + 100 =$	What are 10 numbers you would say if you skip counted by 100s and started with 358?

Name: _____

2.NBT.3

Write the numbers represented below:

800 + 7

Three hundred fifty-two

_____ (expanded form)

Name: _____

2.NBT.3

Write the numbers represented below:

800 + 7

Three hundred fifty-two

_____ (expanded form)

Formative Assessment Task

2nd Grade: Number in Base Ten

Standard 2.NBT.3:

Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

Materials and Directions:

1. Have students cut, sort and match the cards.
2. Have students read the numbers aloud.

Considerations/Observations:

Observe how the student reads the numbers.
Does the student read the number correctly? Can the student correctly identify each form of the number?

Word
Form

Expanded
Form

Standard
Form

$500 + 90$

$400 + 30 + 4$

367

254

$300 + 60 + 7$

five
hundred
ninety

three
hundred
sixty-seven

590

$200 + 50 + 4$

two
hundred
fifty-four

four
hundred
thirty-four

434

Name: _____

2.NBT.4

Use $<$, $>$, or $=$ to fill in the blank.

1. 732 ____ 861

2. $500 + 40 + 2$ ____ 421

3. 912 ____ $900 + 10 + 2$

4. 204 ____ 420

Name: _____

2.NBT.4

Use $<$, $>$, or $=$ to fill in the blank.

1. 732 ____ 861

2. $500 + 40 + 2$ ____ 421

3. 912 ____ $900 + 10 + 2$

4. 204 ____ 420

Name: _____

2.NBT.4

Use $<$, $>$, or $=$ to fill in the blank.

1. 732 ____ 861

2. $500 + 40 + 2$ ____ 421

3. 912 ____ $900 + 10 + 2$

4. 204 ____ 420

Name _____

2.NBT.7

Break apart one or both numbers to make them easier to add.

Write the sum of the numbers in the circle.

$$692 + 346 = \bigcirc$$

Name _____

2.NBT.7

Break apart one or both numbers to make them easier to add.

Write the sum of the numbers in the circle.

$$692 + 346 = \bigcirc$$

Formative Assessment

2.NBT.7 Add up to four two-digit numbers using strategies based on place value and properties of operations.

Materials:

- Attached Numbers
- Pencil/paper or Whiteboard/marker

Directions:

1. Cut apart cards
2. Have student pick two cards and solve the equations on a whiteboard or on paper.

Considerations:

Observe what strategies students use to solve the problem.

Can the student break apart the numbers?

How does the student break apart numbers?

Does the student use a reasonable strategy but get the sum incorrect?

27	45	63	87
10	18	46	90
34	57	82	13
54	39	21	92

Formative Assessment Task

Second: Operations and Algebra

2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem

Materials: counters, story mat sheet (see attached)

Directions:

1. Read and show the following word problem.
Lisa has 12 red marbles and 16 white marbles in a box. Jordan has the same amount of marbles as Lisa. Jordan has 15 red marbles. How many white marbles does Jordan have?
2. Have the students act out the story problem using counters on the story mat.
3. Ask students to draw a representation of the counters on the mat
4. Students need to create an equation to match the representation that shows and then determines the unknown number.

Considerations:

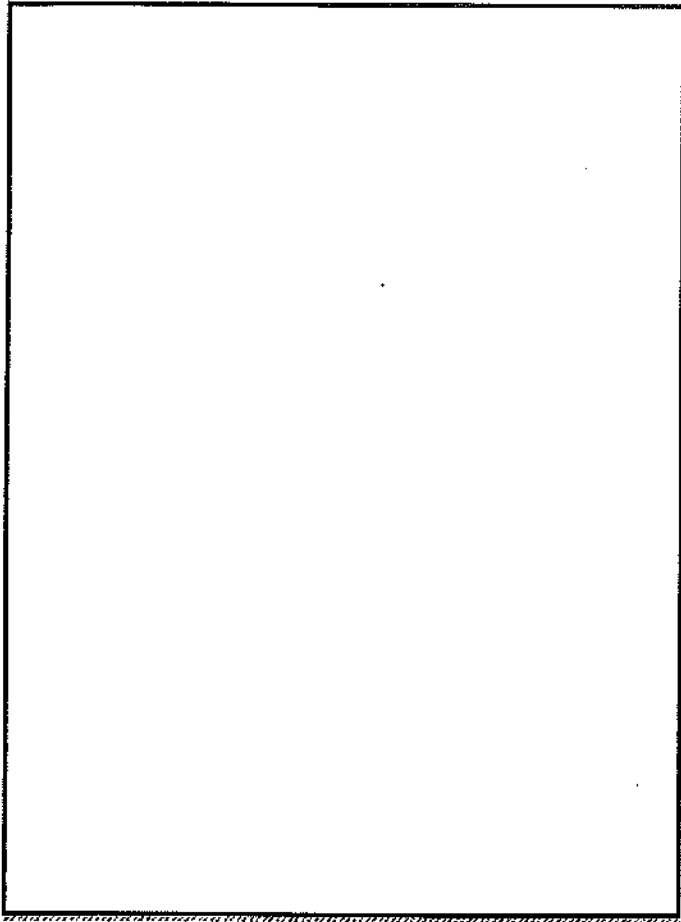
Watch to see if the students create two separate sets, (1) for Lisa's marbles and (2) for Jordan's marbles.

- Did the students use a strategy to determine the missing number?

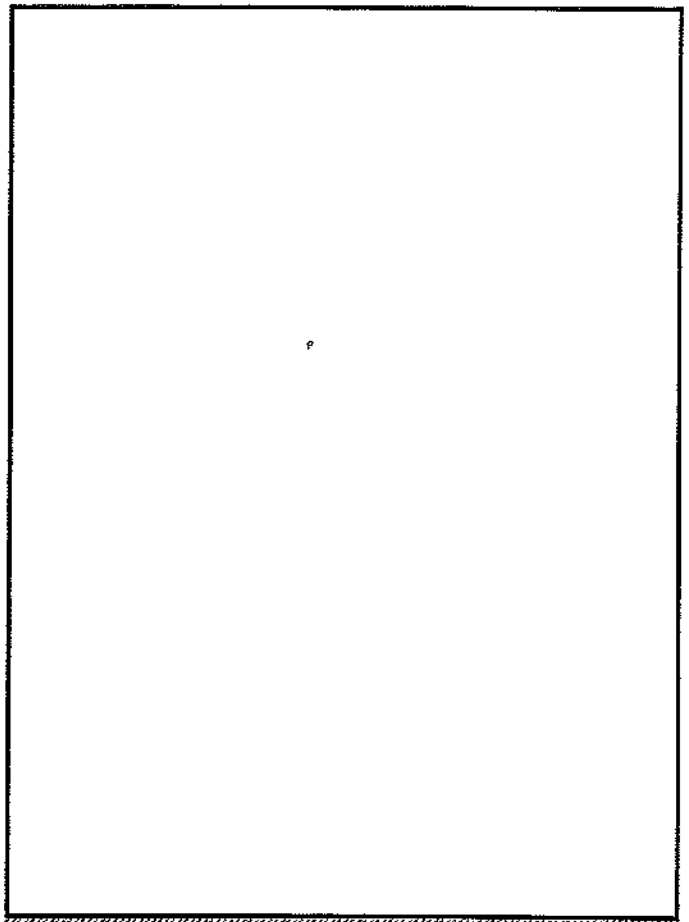
Collecting Data:

Student performance can be scored using the story mat artifact.

Story Mat



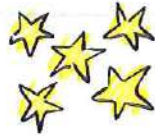
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Create / Draw the word problem



Write an equation for the word problem.



Barb had 14 stars. Grace had 15. Sam gave her some more. Now Barb has 20 stars. How many stars did Sam give Barb?

Name: _____

2. NBT. 5

I had 64 rocks. There was a hole in my bag. Now I only have 36. How many blocks did I lose?

Show your work below.

Name: _____

2. NBT. 5

I had 64 rocks. There was a hole in my bag. Now I only have 36. How many blocks did I lose?

Show your work below.

Name: _____

2. NBT. 5

Add $57 + 43$

Show your work below.

Name: _____

2. NBT. 5

2. NBT. 5

Add $57 + 43$

Show your work below.

Five Performance Levels

Level 5: Distinguished Command

Students performing at this level demonstrate a **distinguished** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Level 4: Solid Command

Students performing at this level demonstrate a **solid** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Level 3: Moderate Command

Students performing at this level demonstrate a **moderate** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Level 2: Partial Command

Students performing at this level demonstrate a **partial** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.

Level 1: Minimal Command

Students performing at this level demonstrate a **minimal** command of the knowledge, skills, and practices embodied within the Common Core State Standards for Kindergarten focused on representing and comparing whole numbers assessed at their grade level.