# SECOND GRADE

## 2014-2015
## Mid-Year Benchmark Assessment

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**Student Booklet**

PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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## NC DEPARTMENT OF PUBLIC INSTRUCTION


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# Task 1

## 1) Use an <u>inch ruler</u> to measure the length of each rope. (to the nearest inch)

a)  **____ inches**

b)  **____ inches**

c)  **____ inches**

d)  **____ inches**

## 2) What is the difference in the lengths of rope (b) and rope (d)?

**_____ inch or inches**

**MEASUREMENT AND DATA**
**Measure and estimate lengths in standard units.**
**2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
**2.MD.4** Measure to determine how much longer one object is than another, expressing the length different in terms of a standard length unit.

# Task 2

**Marta and Jose were putting borders around bulletin boards. Marta used 9 feet more border than Jose. Jose used 27 feet of border. How many feet of border did Marta use?**

**Solve the problem.**
**Use words, numbers or pictures to explain your reasoning.**

**_____ feet**

**Write an equation that represents this problem.**
**Use a symbol for the unknown number.**

**OPERATIONS AND ALGEBRAIC THINKING**
**Represent and solve problems involving addition and subtraction**
**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.
**Compare- Bigger Unknown: More, One-step**
**MEASUREMENT AND DATA**
**Relate addition and subtraction to length.**
**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

# Task 3

**Jim and Diana were having a jumping contest. Jim's jump was 14 inches shorter than Diana's. Diana's jump was 51 inches. What was the length of Jim's jump?**

**Solve the problem.**
**Use words, numbers or pictures to explain your reasoning.**

**_____ inches**

**Write an equation that represents this problem.**
**Use a symbol for the unknown number.**

**OPERATIONS AND ALGEBRAIC THINKING**
**Represent and solve problems involving addition and subtraction**
**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.
**Compare- Smaller Unknown: Fewer, One-step**
**MEASUREMENT AND DATA**
**Relate addition and subtraction to length.**
**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

# Task 4

**In the morning, some ducks were in the pond. Later in the day, 8 ducks flew away. Now there are 17 ducks in the pond. How many ducks were in the pond in the morning?**

**Solve the problem.**
**Use words, numbers or pictures to explain your reasoning.**

**_____ ducks**

**Write an equation that represents this problem.**
**Use a symbol for the unknown number.**

**OPERATIONS AND ALGEBRAIC THINKING**
**Represent and solve problems involving addition and subtraction**
**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.
**Take From-Start Unknown, One-step**

# Task 5

**There were some flowers in a vase. Then, someone added 6 more flowers to the vase. Now, there are 21 flowers in the vase. How many flowers were in the vase to start with?**

**Solve the problem.**
**Use words, numbers or pictures to explain your reasoning.**

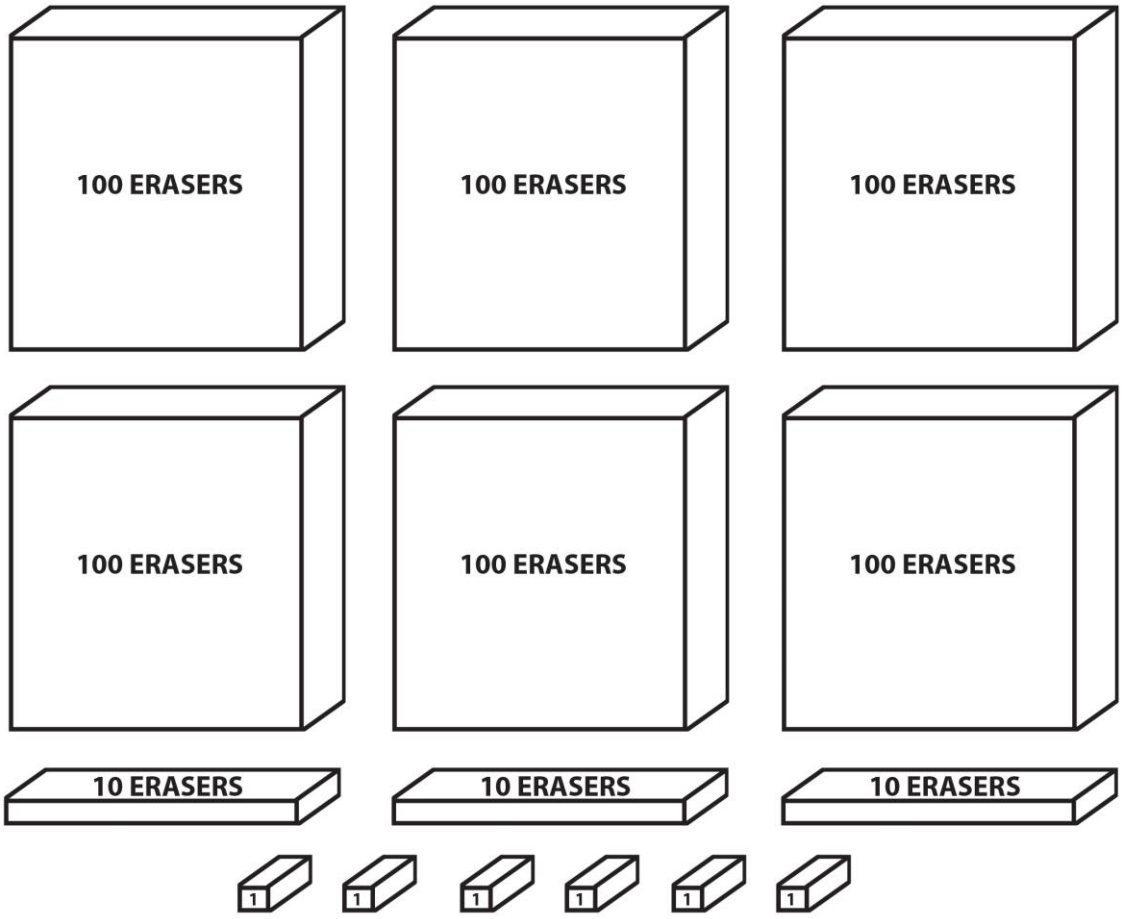
**_____ flowers**

**Write an equation that represents this problem.**
**Use a symbol for the unknown number.**

**OPERATIONS AND ALGEBRAIC THINKING**
**Represent and solve problems involving addition and subtraction**
**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.
**Add To-Start Unknown, One-step**

# Task 6
## *Part 1 of 2*

**The school store sells single erasers, packs of ten, or in cases of 100. Joni drew the picture below to show how many erasers they have in the store.**




a) How many erasers are in the school store? Write the number of erasers.

b) Write the total number of erasers using expanded form.

**NUMBER AND OPERATIONS IN BASE TEN**
**Understand place value.**
**2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones.
**2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

# Task 6
## *Part 2 of 2*

**Joni was skip-counting the erasers by 5s. She already counted 275 erasers. As she continues to skip-count by 5s, what are the next six numbers she will count?**

a) 265, 270, 275, _____, _____, _____, _____, _____, _____

**Brandon was skip-counting the erasers by 10s. He already counted 342 erasers. As he skip-counts by 10s, what are the next six numbers he will count?**

b) 322, 332, 342, _____, _____, _____, _____, _____, _____

**NUMBER AND OPERATIONS IN BASE TEN**
**Understand place value.**
**2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.
**2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

# Task 7

**Write a number in every blank to make each equation a true statement.**

a) 753 = _____ hundreds + _____ tens + _____ ones

b) _____ = 70 + 800 + 4

c) 5 tens + 2 hundreds = _____

d) _____ = 9 hundreds

e) 753 = _____ tens + _____ ones

f) 6 tens + 4 ones = _____

g) 753 = _____ ones

## Use > or < to make each statement true.

| | |
|---|---|
| a) 600 + 6 + 30 ☐ 30 + 7 + 600 | b) 463 ☐ 6 hundreds |
| c) 80 + 400 + 6 ☐ 30+ 300 + 9 | d) 8 tens + 3 ones + 400 ☐ 492 |

**NUMBER AND OPERATIONS IN BASE TEN**
**Understand place value.**
**2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens and ones.
**2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
**2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, < symbols to record the results of comparisons.

# Task 8

## Alesha ran 58 yards around the track. Then, she ran 32 more yards. How many yards did Alesha run?

**Solve the problem.**
**Use words, numbers or pictures to explain your reasoning.**

**_____ yards**

**Write an equation that represents this problem.**
**Use a symbol for the unknown number.**

**OPERATIONS AND ALGEBRAIC THINKING**
**Represent and solve problems involving addition and subtraction**
**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.
**Add To-Result Unknown, One-step**
**NUMBER AND OPERATIONS IN BASE TEN**
**Understand place value understanding and properties of operations to add and subtract**.
**2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
**2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.

# Task 9

**The cafeteria had 81 oranges. At lunch time, they sold some oranges. Now the cafeteria has 59 oranges left. How many oranges did the cafeteria sell at lunch time?**

**Solve the problem.**
**Use words, numbers or pictures to explain your reasoning.**

**_____ oranges**

**Write an equation that represents this problem.**
**Use a symbol for the unknown number.**

**OPERATIONS AND ALGEBRAIC THINKING**
**Represent and solve problems involving addition and subtraction**
**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.
**Take From- Change Unknown, One-step**
**NUMBER AND OPERATIONS IN BASE TEN**
**Understand place value understanding and properties of operations to add and subtract**.
**2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
**2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.

# Task 10

## Sam has 55 toy cars. Larry has 42 more toy cars than Sam. How many toy cars does Larry have?

**Solve the problem.**
**Use words, numbers or pictures to explain your reasoning.**

**_____ toy cars**

**Write an equation that represents this problem.**
**Use a symbol for the unknown number.**

**OPERATIONS AND ALGEBRAIC THINKING**
**Represent and solve problems involving addition and subtraction**
**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.
**Compare- Bigger Unknown: More, One-step**
**NUMBER AND OPERATIONS IN BASE TEN**
**Understand place value understanding and properties of operations to add and subtract**.
**2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
**2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations.

# Task 11

**Part 1:**

**1) Draw a closed shape that has 5 sides and 5 angles.**

**2) What is the name of the shape? _____**

**Part 2:**

**The teacher read a shape clue to the class:**

| |
|---|
| I am a closed shape with 6 sides and 6 angles. |

**Maria thought the shape was a hexagon.**
**Joe thought the shape was a pentagon.**
**Tim thought the shape was a trapezoid.**

**Who do you agree with? _____**
**Why?**

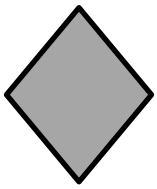
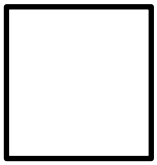
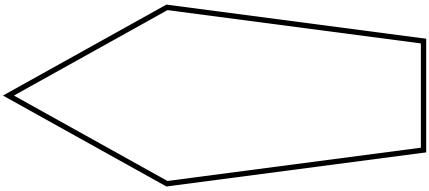
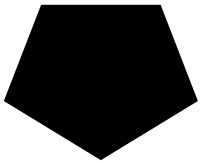
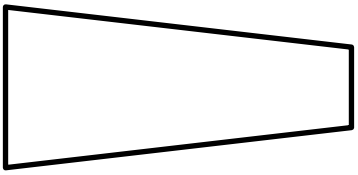
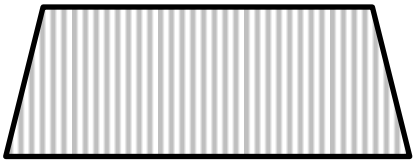
_____

_____

_____

**GEOMETRY**
**Reason with shapes and their attributes.**
**2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

**Part 3:**
**Decide if each shape is a quadrilateral. Circle YES or NO.**

| | | |
|---|---|---|
| **A.**  | **YES** | **NO** |
| **B.**  | **YES** | **NO** |
| **C.**  | **YES** | **NO** |
| **D.**  | **YES** | **NO** |
| **E.**  | **YES** | **NO** |
| **F.**  | **YES** | **NO** |
| **G.**  | **YES** | **NO** |
| **H.**  | **YES** | **NO** |

## Describe a quadrilateral:

_____

_____

_____

_____

**GEOMETRY**
**Reason with shapes and their attributes.**
**2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

Student's Name: _____

# Second Grade Mid-Year Benchmark Assessment
## *Summary for Conference & Instructional Planning*

| MEASUREMENT AND DATA | | | |
|---|---|---|---|
| **Task/ Standard** | **Proficiency in Performance & Understanding** | **Comments** | **Level** |
| 1<br>2.MD.1<br>2.MD.4 | Measure and estimate lengths in standard units | | **_____/3** |
| **Summary for Conferences and Instructional Planning:** | | | |

| MEASUREMENT AND DATA/OPERATIONS AND ALGEBRAIC THINKING | | | |
|---|---|---|---|
| **Task/ Standard** | **Proficiency in Performance & Understanding** | **Comments** | **Level** |
| 2<br>2.MD.5<br>2.OA.1 | Relate addition and subtraction to length and represent and solve problems involving addition and subtraction. | | **_____/3** |
| 3<br>2.MD.5<br>2.OA.1 | Relate addition and subtraction to length and represent and solve problems involving addition and subtraction. | | **_____/3** |
| **Summary for Conferences and Instructional Planning:** | | | |

| OPERATIONS AND ALGEBRAIC THINKING | | | |
|---|---|---|---|
| **Task/ Standard** | **Proficiency in Performance & Understanding** | **Comments** | **Level** |
| 4<br>2.OA.1 | Represent and solve problems involving addition and subtraction. | | **_____/3** |
| 5<br>2.OA.1 | Represent and solve problems involving addition and subtraction. | | **_____/3** |
| **Summary for Conferences and Instructional Planning:** | | | |

| NUMBER AND OPERATIONS IN BASE TEN | | | |
|---|---|---|---|
| **Task/ Standard** | **Proficiency in Performance & Understanding** | **Comments** | **Level** |
| 6<br>Part 1<br>2.NBT.1<br>2.NBT.3 | Understand place value. | | **_____/3** |
| 6<br>Part 2<br>2.NBT.2<br>2.NBT.3 | Understand place value. | | |
| 7<br>2.NBT.1<br>2.NBT.3<br>2.NBT.4 | Understand place value. | | **_____/3** |
| **Summary for Conferences and Instructional Planning:** | | | |

| NUMBER AND OPERATION IN BASE TEN/OPERATIONS AND ALGEBRAIC THINKING | | | |
|---|---|---|---|
| **Task/ Standard** | **Proficiency in Performance & Understanding** | **Comments** | **Level** |
| 8<br>2.NBT.5<br>2.NBT.9<br>2.OA.1 | Understand place value, represent and solve problems involving addition and subtraction, and use place value understanding and properties of operations to add and subtract. | | **_____/3** |
| 9<br>2.NBT.5<br>2.NBT.9<br>2.OA.1 | Understand place value, represent and solve problems involving addition and subtraction, and use place value understanding and properties of operations to add and subtract. | | **_____/3** |
| 10<br>2.NBT.5<br>2.NBT.9<br>2.OA.1 | Understand place value, represent and solve problems involving addition and subtraction, and use place value understanding and properties of operations to add and subtract. | | **_____/** |
| **Summary for Conferences and Instructional Planning:** | | | |

| GEOMETRY | | | |
|---|---|---|---|
| **Task/ Standard** | **Proficiency in Performance & Understanding** | **Comments** | **Level** |
| 11<br>2.G.1 | Reason with shapes and their attributes. | | **_____/3** |

**Summary for Conferences & Instructional Planning:**