# STAR Test Sample Questions

## 2nd Grade Mathematics

# Table of Contents



**More Questions**

# STAR Test Sample Questions

## 2nd Grade Mathematics

### Number Sense - Place Value, Addition, and Subtraction

Advanced Level Questions

- Question 1
- Question 2

Proficient Level Questions

- Question 1
- Question 2
- Question 3

Basic Level Questions

- Question 1
- Question 2
- Question 3
- Question 4
- Question 5
- Question 6
- Question 7
- Question 8
- Question 9

Below Basic Level Questions

- Question 1
- Question 2

### Statistics, Data Analysis, and Probability

Advanced Level Questions

- Question 1

Proficient Level Questions

- Question 1

Basic Level Questions

- Question 1

Below Basic Level Questions

- Question 1
- Question 2
- Question 3



Back

# Grade 2: Mathematics

***Algebra and Functions (Performance Level: Advanced) – Question 01***

MR. LEE'S CLASS COLLECTED FIVE HUNDRED THREE CANS FOR RECYCLING.
MS. WEBB'S CLASS COLLECTED FOUR HUNDRED FIFTY CANS.

**WHICH NUMBER SENTENCE CAN BE USED TO FIND HOW MANY MORE CANS MR. LEE'S CLASS COLLECTED THAN MS. WEBB'S?**

**503**
**450**

$405 + 530 =$

A

$450 - 503 =$

C

$503 + 450 =$

B

$503 - 450 =$

D

# Grade 2: Mathematics

*Algebra and Functions (Performance Level: Proficient) – Question 01*

$$15 + 8 = \square + 15$$

**WHAT NUMBER GOES IN THE BOX TO MAKE THIS NUMBER SENTENCE TRUE?**

A 7

B 8

C 15

D 23

# Grade 2: Mathematics

*Algebra and Functions (Performance Level: Proficient) – Question 02*

**ANDREW HAD FIFTEEN PENNIES. HE FOUND SOME MORE. NOW HE HAS THIRTY-THREE. WHICH NUMBER SENTENCE COULD BE USED TO FIND HOW MANY PENNIES HE FOUND?**

A $15 + \square = 33$

C $\square - 33 = 15$

B $15 + 33 = \square$

D $\square - 15 = 33$

# Grade 2: Mathematics

*Algebra and Functions (Performance Level: Basic) – Question 01*

**LOOK AT THE ADDITION PROBLEM IN THE BOX. WHICH OTHER PROBLEM HAS THE SAME ANSWER?**

$$4 + 2 + 6 = 12$$

A $6 + 4 + 3 = \square$

C $4 + 12 + 6 = \square$

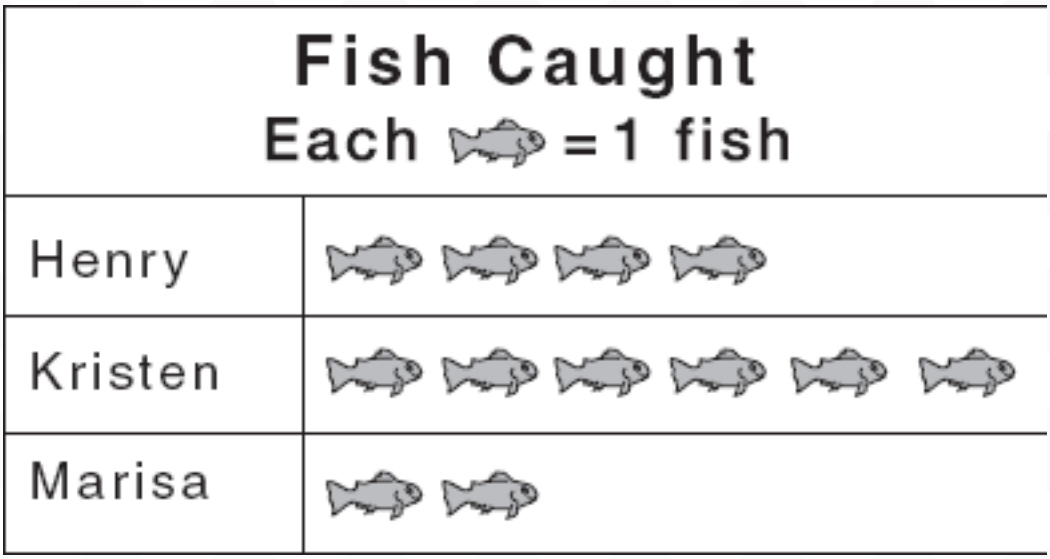
B $12 + 6 + 2 = \square$

D $2 + 4 + 6 = \square$

# Grade 2: Mathematics

*Algebra and Functions (Performance Level: Below Basic) – Question 01*

**LOOK AT THE GRAPH. HOW MANY FISH DID HENRY AND KRISTEN CATCH ALL TOGETHER?**




A 4
B 6
C 10
D 12

# Grade 2: Mathematics

*Algebra and Functions (Performance Level: Below Basic) – Question 02*

**LOOK AT THE NUMBER SENTENCE IN THE BOX. WHICH OF THE FOLLOWING HAS THE SAME VALUE AS SIX PLUS FIVE?**

$$6 + 5 = 11$$

$6 - 5 = \square$

A

$5 \times 6 = \square$

C

$5 + 6 = \square$

B

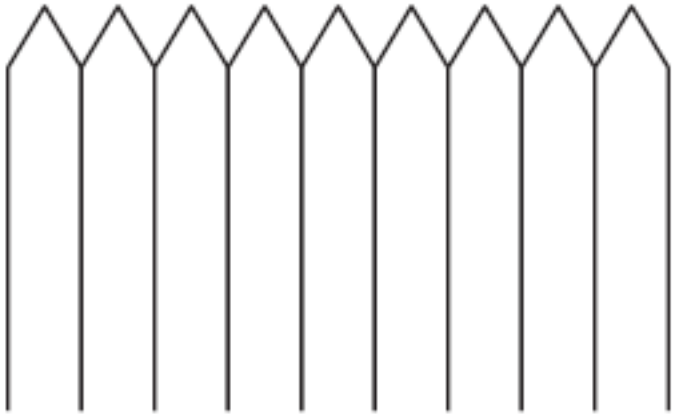
$5 - 6 = \square$

D

# Grade 2: Mathematics

***Measurement and Geometry (Performance Level: Proficient) – Question 01***

**EACH FENCE POST IS FIVE INCHES WIDE. HOW WIDE IS THE FENCE IN THE PICTURE?**

A 30 inches
B 45 inches
C 50 inches
D 65 inches

# Grade 2: Mathematics

*Measurement and Geometry (Performance Level: Basic) – Question 01*

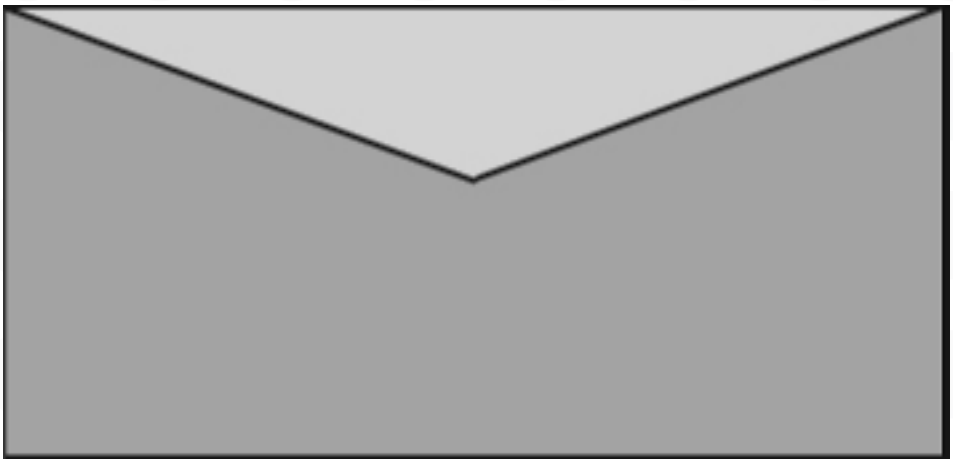
**THIS COMB IS ABOUT 12 BUTTONS LONG. ABOUT HOW MANY TOOTHPICKS LONG IS THE COMB?**

A 4
B 8
C 10
D 12

# Grade 2: Mathematics

*Measurement and Geometry (Performance Level: Basic) – Question 02*

**HOW MANY CENTIMETERS LONG IS THE ENVELOPE?**



A 2
B 3
C 6
D 7

# Grade 2: Mathematics

***Measurement and Geometry (Performance Level: Basic) – Question 03***

**SEAN IS GOING ON VACATION TO VISIT HIS GRANDPARENTS. HE WILL BE GONE ONE MONTH. ABOUT HOW MANY DAYS WILL SEAN BE GONE?**

A 7 days
B 30 days
C 52 days
D 365 days

# Grade 2: Mathematics

*Measurement and Geometry (Performance Level: Basic) – Question 04*

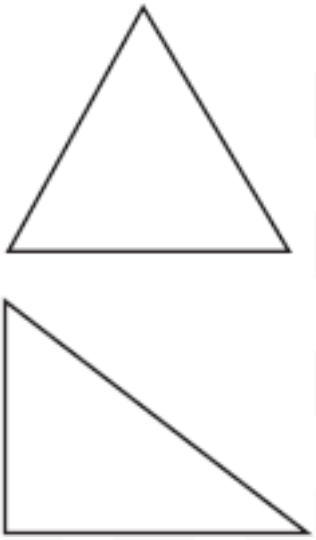
**Natalie walked for one hour. How many minutes did Natalie walk?**

A 12
B 24
C 52
D 60

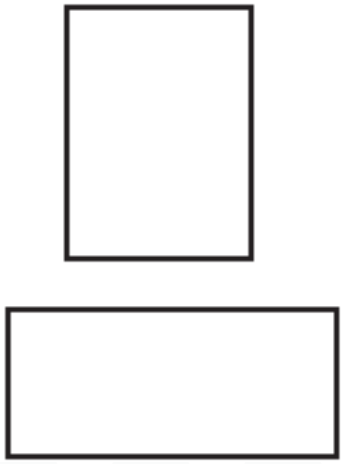
# Grade 2: Mathematics

***Measurement and Geometry (Performance Level: Basic) – Question 05***

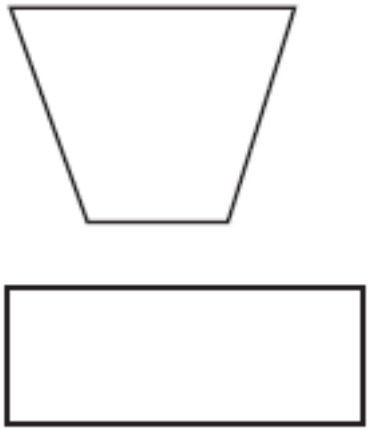
**LOOK AT THE PAIRS OF SHAPES. WHICH IS A PAIR OF RECTANGLES?**



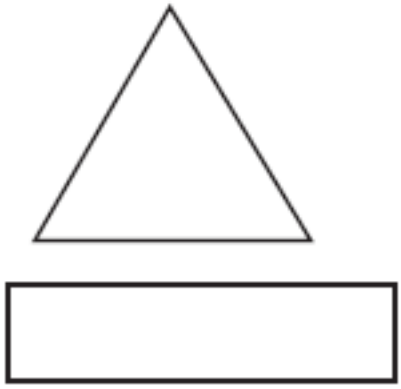
A



B



C

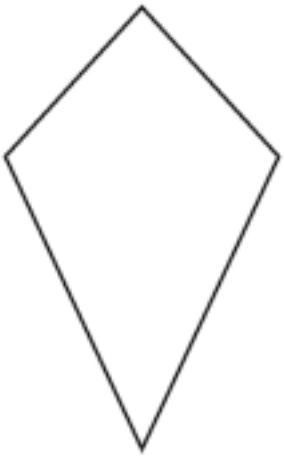


D

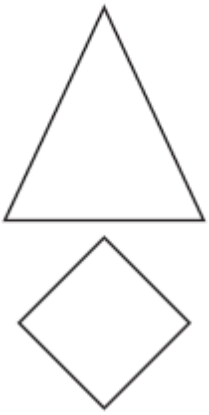
# Grade 2: Mathematics

*Measurement and Geometry (Performance Level: Basic) – Question 06*

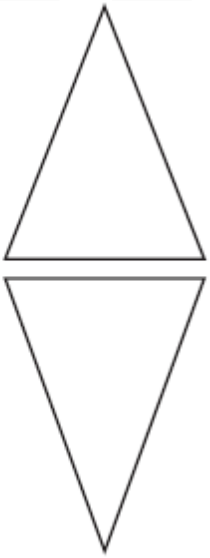
**What two shapes can be joined without overlap to form this kite?**



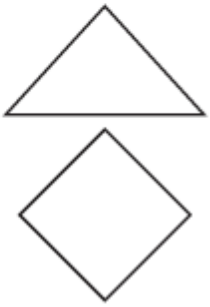
A



B



C

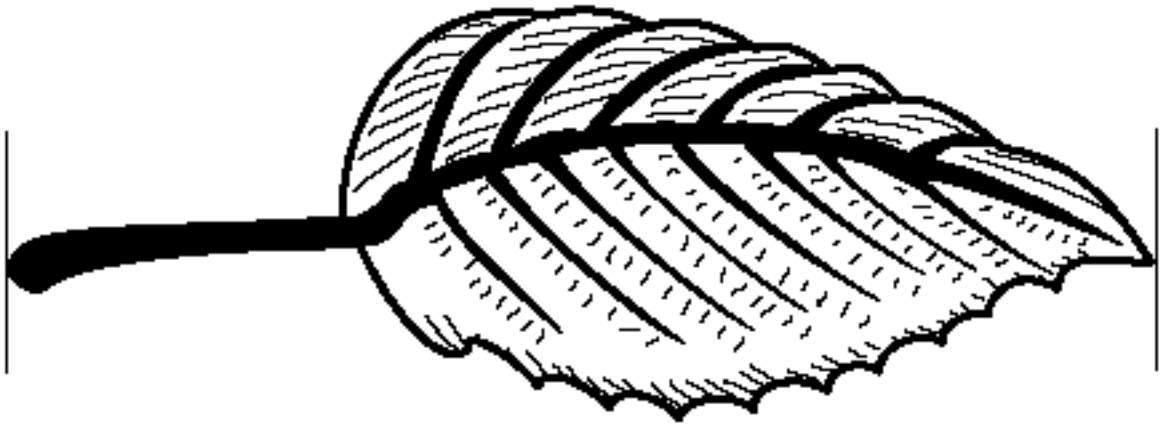


D

# Grade 2: Mathematics

***Measurement and Geometry (Performance Level: Below Basic) – Question 01***

**LOOK AT THE PICTURE OF THE LEAF. MEASURE THE LENGTH OF THE LEAF AND STEM IN INCHES. ABOUT HOW LONG ARE THE LEAF AND STEM TOGETHER?**

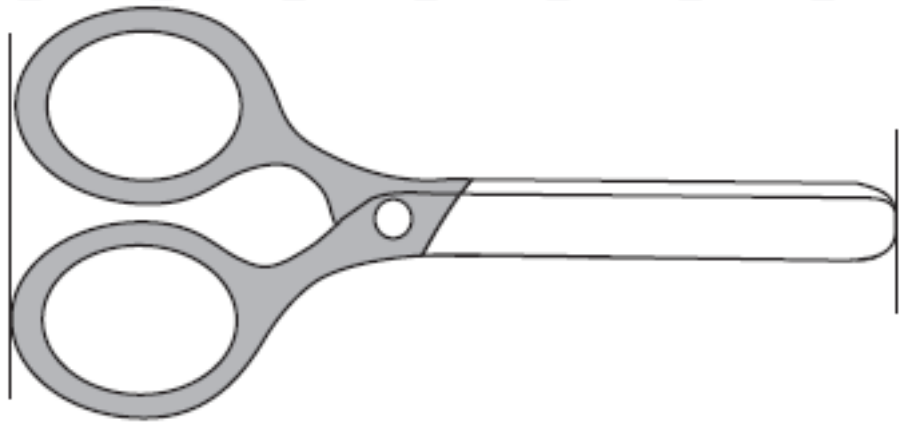


A 4 inches
B 5 inches
C 6 inches
D 7 inches

# Grade 2: Mathematics

***Measurement and Geometry (Performance Level: Below Basic) – Question 02***

**USE YOUR RULER TO MEASURE THE SCISSORS. HOW MANY INCHES LONG ARE THE SCISSORS?**

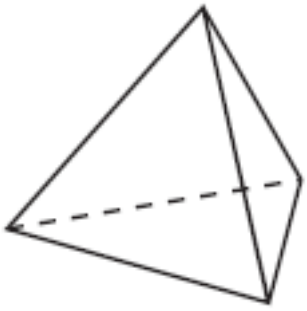


A 2
B 4
C 6
D 10

# Grade 2: Mathematics

***Measurement and Geometry (Performance Level: Below Basic) – Question 03***

**LOOK AT THE PYRAMID. WHAT SHAPE ARE THE FACES IN THIS PYRAMID?**

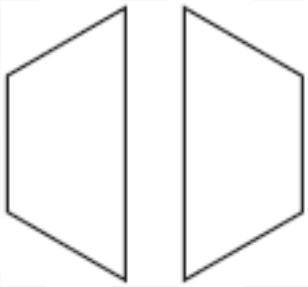


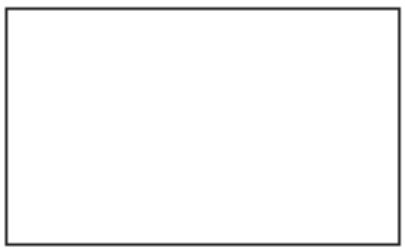
A triangle
B square
C rectangle
D kite

# Grade 2: Mathematics

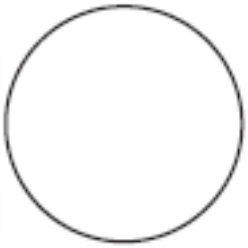
*Measurement and Geometry (Performance Level: Below Basic) – Question 04*

**THESE TWO SHAPES CAN BE PUT TOGETHER SIDE BY SIDE TO MAKE A NEW SHAPE. WHICH PICTURE SHOWS THIS NEW SHAPE?**

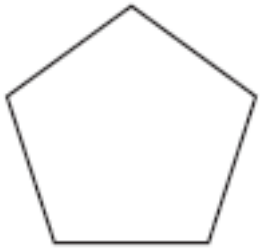




A



B



C

D

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Advanced) – Question 01***

**WHICH OF THE FOLLOWING FRACTIONS IS THE GREATEST?**

A $\frac{1}{9}$

B $\frac{1}{2}$

C $\frac{1}{5}$

D $\frac{1}{10}$

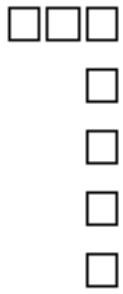
# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Proficient) – Question 01***

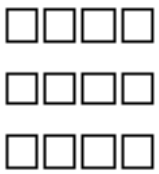
**Which drawing shows three times five?**

$3 \times 5$

A

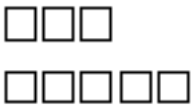


B



C

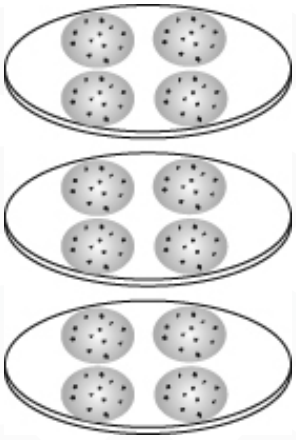
D



# Grade 2: Mathematics

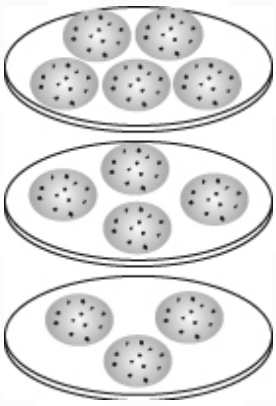
***Number Sense - Multiplication, Division, and Fractions (Performance Level: Proficient) – Question 02***

**Which picture shows how three children should share twelve cookies equally?**

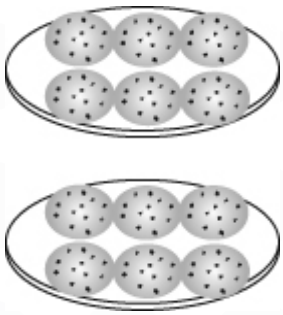


A

B



C



D

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Proficient) – Question 03***

**WHICH FRACTION IS EQUAL TO ONE WHOLE?**

A $\frac{1}{3}$

B $\frac{1}{8}$

C $\frac{2}{3}$

D $\frac{8}{8}$

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Basic) – Question 01***

**DAVID READS TWO PAGES EVERY FIVE MINUTES. HOW MANY PAGES WILL DAVID HAVE READ AFTER TWENTY- FIVE MINUTES?**

**David's Reading**

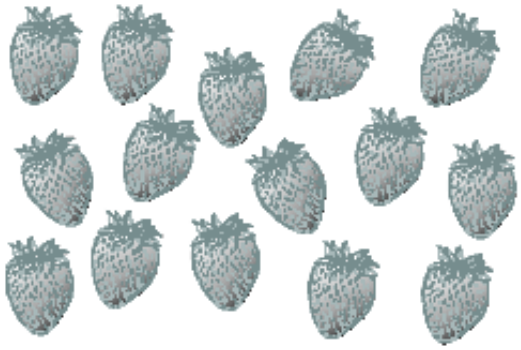
| **Minutes** | 5 | 10 | 15 | 20 | 25 |
|---|---|---|---|---|---|
| **Pages** | 2 | 4 | 6 | 8 | |

A 9 pages
B 10 pages
C 11 pages
D 12 pages

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Basic) – Question 02***

**KAYLA HAS THESE STRAWBERRIES. SHE WILL GIVE FOUR STRAWBERRIES TO EACH OF HER THREE FRIENDS. HOW MANY STRAWBERRIES WILL BE LEFT FOR KAYLA?**



A 1
B 2
C 3
D 4

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Basic) – Question 03***

**THERE ARE TWENTY-ONE SHELLS. THE SHELLS ARE EQUALLY DIVIDED AMONG THREE STUDENTS. HOW MANY SHELLS WILL EACH STUDENT GET?**


A 6
B 7
C 8
D 9

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Basic) – Question 04***

**THERE WERE TEN FROGS IN A POND. EACH FROG HAD FOUR LEGS. HOW MANY FROG LEGS WERE THERE ALL TOGETHER?**


A 14
B 40
C 50
D 104

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Basic) – Question 05***

**WHICH NUMBER SHOWS THE ANSWER TO FIVE TIMES SIX?**

A 11
B 25
C 30
D 35

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Basic) – Question 06***

**WHAT FRACTION OF THIS SHAPE IS SHADED?**

A $\frac{1}{2}$

B $\frac{2}{3}$

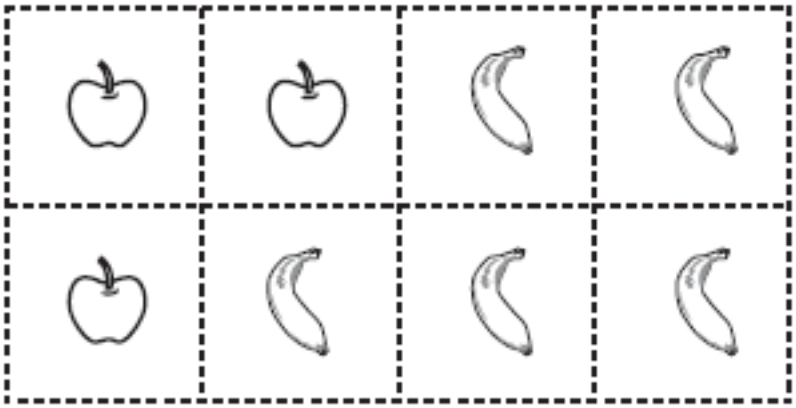
C $\frac{3}{2}$

D $\frac{3}{1}$

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Basic) – Question 07***

**WHAT FRACTION OF THE GROUP OF STICKERS IS APPLE STICKERS?**



A $\frac{3}{5}$

B $\frac{5}{3}$

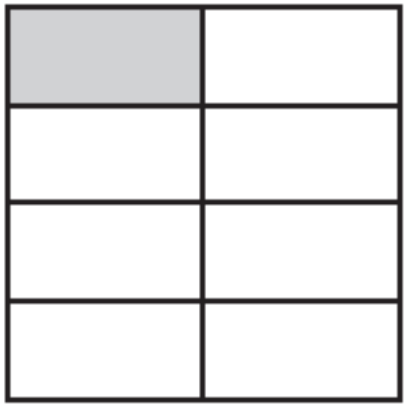
C $\frac{3}{8}$

D $\frac{8}{3}$

# Grade 2: Mathematics

***Number Sense - Multiplication, Division, and Fractions (Performance Level: Below Basic) – Question 01***

**WHAT FRACTIONAL PART OF THIS FIGURE IS SHADED?**



A

$\frac{1}{8}$

B

$\frac{1}{7}$

C

$\frac{1}{4}$

D

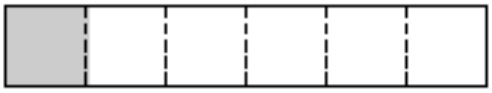
$\frac{1}{2}$

# Grade 2: Mathematics

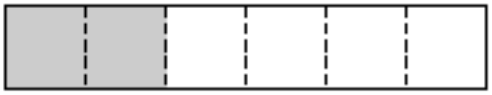
***Number Sense - Multiplication, Division, and Fractions (Performance Level: Below Basic) – Question 02***

**LOOK AT THE FRACTION BARS. WHICH FRACTION BAR SHOWS ONE-SIXTH SHADED?**

A



B



C

D

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Advanced) – Question 01***

**SOPHIE DID THIS SUBTRACTION PROBLEM. WHICH ADDITION PROBLEM SHOWS THAT SHE GOT THE RIGHT ANSWER?**

$$\begin{array}{r} 85 \\ -\ 44 \\ \hline 41 \end{array}$$

A
$$\begin{array}{r} 41 \\ +\ 85 \\ \hline \end{array}$$

B
$$\begin{array}{r} 44 \\ +\ 85 \\ \hline \end{array}$$

C
$$\begin{array}{r} 41 \\ +\ 44 \\ \hline \end{array}$$

D
$$\begin{array}{r} 44 \\ +\ 44 \\ \hline \end{array}$$

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Advanced) – Question 02***

**TONI HAD SEVEN HUNDRED FIFTY-NINE CUCUMBERS. SHE SOLD FIVE HUNDRED SIXTYTHREE OF THEM. HOW MANY CUCUMBERS DOES TONI HAVE LEFT?**

$$\begin{array}{r} 759 \\ -\,563 \end{array}$$

A 116
B 196
C 216
D 296

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Proficient) – Question 01***

**WHICH NUMBER GOES IN THE BOX?**

$$386 < \square < 521$$

A 297
B 334
C 410
D 528

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Proficient) – Question 02***

**WHICH OF THESE CAN BE USED TO CHECK THE ANSWER TO THE PROBLEM IN THE BOX?**

$$4 + 3 = 7$$

A $7 + 3 = 10$

B $7 - 4 = 3$

C $2 + 5 = 7$

D $10 - 3 = 7$

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Proficient) – Question 03***

**JAMES HAS TWO DOLLARS AND FORTY-SIX CENTS. WHICH IS A CORRECT WAY TO WRITE THIS AMOUNT OF MONEY?**

A $2.46
B $2.46¢
C $2 and 4.6¢
D $2 and .46¢

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 01***

**WHAT IS THE VALUE OF THE FIVE IN FIVE HUNDRED TWENTY-SIX?**

**526**

A 5
B 50
C 500
D 5000

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 02***

**LOOK AT THE NUMBER. WHICH DIGIT IS IN THE TENS PLACE?**

**962**

A 2
B 6
C 9
D 10

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 03***

**WHAT IS ANOTHER WAY TO WRITE NINE HUNDRED EIGHTY-SEVEN?**

A $900 + 87 + 7$

B $700 + 80 + 9$

C $980 + 70 + 0$

D $900 + 80 + 7$

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 04***

**WHICH NUMBER SENTENCE IS TRUE?**

A $359 < 375$

B $359 > 375$

C $359 < 359$

D $359 > 359$

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 05***

**WHICH NUMBER GOES IN THE BOX?**

$91 > \square$

A 90
B 92
C 93
D 94

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 06***

$$\begin{array}{r} 123 \\ +\ 27 \\ \hline \end{array}$$

A 50
B 140
C 144
D 150

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 07***

**What is two hundred fifteen plus fifty-seven?**

$$\begin{array}{r} 215 \\ +\ 57 \\ \hline \end{array}$$

A 158
B 262
C 271
D 272

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 08***

**What is another way to write forty-five cents?**

**45¢**

A $0.45
B $4.05
C $4.50
D $45

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Basic) – Question 09***

**ABOUT HOW LONG IS A DOLLAR BILL?**

A 1 foot
B 1 inch
C 6 feet
D 6 inches

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Below Basic) – Question 01***

**WHICH SIGN MAKES THE NUMBER SENTENCE TRUE?**

$$22 + 10 \square 32$$

A =
B +
C >
D <

# Grade 2: Mathematics

***Number Sense - Place Value, Addition, and Subtraction (Performance Level: Below Basic) – Question 02***

**WHAT IS THE SOLUTION TO THIS PROBLEM?**

$$\begin{array}{r} 419 \\ -\ 12 \\ \hline \end{array}$$

A 431
B 421
C 417
D 407

# Grade 2: Mathematics

***Statistics, Data Analysis, and Probability (Performance Level: Advanced) – Question 01***

**Ms. Lee's class recorded the temperature each day for one week. What was the range in temperature between the highest and lowest temperatures?**

**Sunday — 65° Wednesday — 72°**
**Monday — 68° Thursday — 68°**
**Tuesday — 75° Friday — 64°**
**Saturday — 63°**

A 12°
B 20°
C 63°
D 68°

# Grade 2: Mathematics

***Statistics, Data Analysis, and Probability (Performance Level: Proficient) – Question 01***

**Carrie practices the piano each day. The table shows how long she practiced each day last week. How many minutes longer did she practice on Wednesday than on Tuesday? Mark your answer.**

**Piano Practice Times**

| Day | Minutes |
|---|---|
| Monday | 26 |
| Tuesday | 24 |
| Wednesday | 30 |
| Thursday | 35 |
| Friday | 15 |

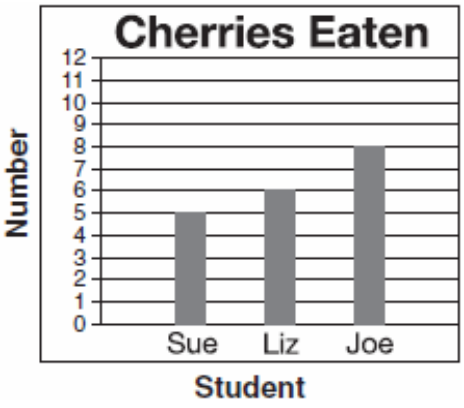
A 6
B 5
C 4
D 2

# Grade 2: Mathematics

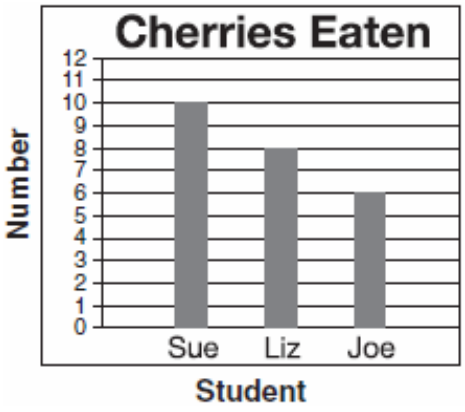
*Statistics, Data Analysis, and Probability (Performance Level: Basic) – Question 01*

**LOOK AT THE TALLY CHART AT THE TOP OF THE PAGE. THE TALLY CHART SHOWS THE NUMBER OF CHERRIES EACH STUDENT ATE. WHICH GRAPH MATCHES THE TALLY MARKS IN THE CHART?**

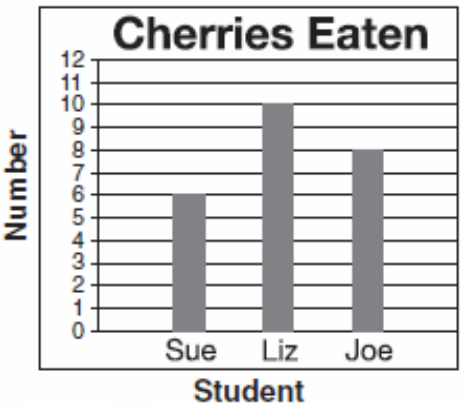
| Cherries Eaten | |
|---|---|
| Sue | 𝍸 𝍸 |
| Liz | 𝍸 \| |
| Joe | 𝍸 \|\|\| |



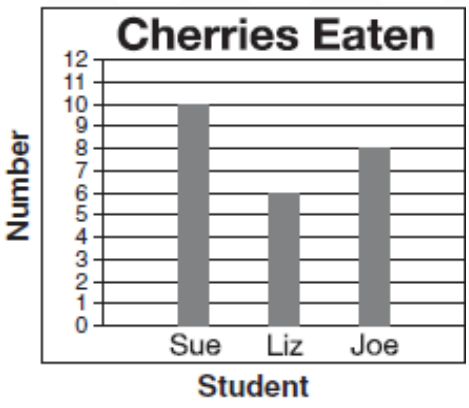

A




C




B




D

# Grade 2: Mathematics

***Statistics, Data Analysis, and Probability (Performance Level: Below Basic) – Question 01***

**THE STUDENTS IN MRS. KIM'S CLASS ARE VOTING FOR THE BOOTH THEY WANT TO HAVE AT THE FUN FAIR. SIX STUDENTS WANT FACE PAINTING. FIVE STUDENTS WANT A RELAY RACE. TWELVE STUDENTS WANT THE RING TOSS. WHICH TALLY CHART SHOWS THESE RESULTS?**

6

5

12

| Fun Fair | |
|---|---|
| Face Painting | 𝍸 \| |
| Relay Race | 𝍸 𝍸 \|\| |
| Ring Toss | 𝍸 |

A

| Fun Fair | |
|---|---|
| Face Painting | 𝍸 |
| Relay Race | 𝍸 𝍸 \|\| |
| Ring Toss | 𝍸 \| |

C

| Fun Fair | |
|---|---|
| Face Painting | 𝍸 𝍸 \|\| |
| Relay Race | 𝍸 |
| Ring Toss | 𝍸 \| |

B

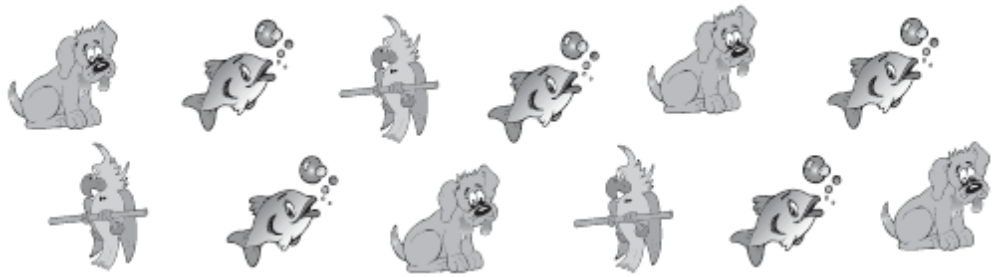
| Fun Fair | |
|---|---|
| Face Painting | 𝍸 \| |
| Relay Race | 𝍸 𝍸 \|\| |
| Ring Toss | 𝍸 |

D

# Grade 2: Mathematics

***Statistics, Data Analysis, and Probability (Performance Level: Below Basic) – Question 02***

**Which tally chart shows the correct number of pets in Sam's Pet Shop?**



| Sam's Pet Shop | |
|---|---|
|  | IIII |
|  | IIII |
|  | IIII |

A

| Sam's Pet Shop | |
|---|---|
|  | III |
|  | III |
|  | IIII |

C

| Sam's Pet Shop | |
|---|---|
|  | III |
|  | IIII |
|  | III |

B

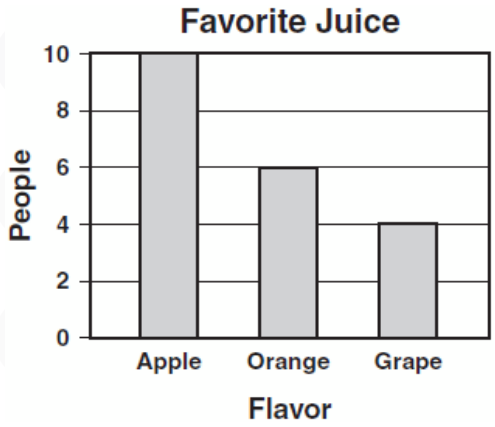
| Sam's Pet Shop | |
|---|---|
|  | III |
|  | IIII |
|  | IIII |

D

# Grade 2: Mathematics

***Statistics, Data Analysis, and Probability (Performance Level: Below Basic) – Question 03***

**The bar graph shows the favorite flavor of juice for a group of people.**
**Which of the following tally charts matches the bar graph?**




| Favorite Juice | |
|---|---|
| Apple | 𝍸 |
| Orange | 𝍸 \| |
| Grape | 𝍸 𝍸 |

A

| Favorite Juice | |
|---|---|
| Apple | 𝍸 \| |
| Orange | 𝍸 𝍸 |
| Grape | 𝍸 |

C

| Favorite Juice | |
|---|---|
| Apple | 𝍸 𝍸 |
| Orange | 𝍸 |
| Grape | 𝍸 \| |

B

| Favorite Juice | |
|---|---|
| Apple | 𝍸 𝍸 |
| Orange | 𝍸 \| |
| Grape | 𝍸 |

D