Mathematics Grade 2
Classroom Assessments Based on Standards (MMP 8/06)

MPS Learning Target: Number Operations and Relationships
- Use and explain strategies to compare and rename numbers and to solve addition and subtraction basic facts and word problems while applying place-value concepts and using money.
- Represent concepts of multiplication (e.g., grouping, skip counting, repeated addition) and division (i.e., sharing, measuring, repeated subtraction) in everyday situations.
- Represent fractions as part of a whole and as part of a set to solve problems (e.g., equal sharing or partitioning) in everyday situations.

1.) Count groups of 10 and write the number on the line.
   Write the number.

Example:

   a.)

\[ \begin{array}{c}
   \text{Example:} \\
   \begin{array}{c}
   \hspace{1cm} \text{b.)} \\
   \hspace{1cm} \text{c.)}
   \end{array}
\end{array} \]

\[ \begin{array}{c}
   \text{Example:} \\
   \begin{array}{c}
   \hspace{1cm} \text{b.)} \\
   \hspace{1cm} \text{c.)}
   \end{array}
\end{array} \]

\[ \begin{array}{c}
   \text{Example:} \\
   \begin{array}{c}
   \hspace{1cm} \text{b.)} \\
   \hspace{1cm} \text{c.)}
   \end{array}
\end{array} \]

\[ \begin{array}{c}
   \text{Example:} \\
   \begin{array}{c}
   \hspace{1cm} \text{b.)} \\
   \hspace{1cm} \text{c.)}
   \end{array}
\end{array} \]
2.) Circle two ways to show the number that is in the box.

a.  

\[
\begin{array}{c}
\framebox{57} \\
50 + 7 \\
5 \text{ tens } 7 \text{ ones}
\end{array}
\]

b.  

\[
\begin{array}{c}
\framebox{18} \\
10 + 8 \\
1 + 80
\end{array}
\]

3.) Use the clues in the box to write the number in two ways.

Example:  
2 \text{ hundreds } 3 \text{ tens}

230 two hundred thirty

<table>
<thead>
<tr>
<th>a.</th>
<th>b.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ hundreds _____ tens</td>
<td>___ hundreds _____ tens</td>
</tr>
<tr>
<td>______ six hundred forty</td>
<td>430 ____________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c.</th>
<th>d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ hundreds _____ tens</td>
<td>___ hundreds _____ tens</td>
</tr>
<tr>
<td>290 ________________</td>
<td>______ seven hundred ten</td>
</tr>
</tbody>
</table>
4.) Write the number.
   a.) $900 + 50 + 6$ ______________  
   d.) nine hundred four _____________
   b.) $1 + 70 + 100$ ______________  
   e.) three hundred seventy-six ______
   c.) $3 + 400$ ________________  
   f.) six hundred forty-five __________

5.) Complete the chart. Write the numbers that are 100 less and 100 more.

<table>
<thead>
<tr>
<th>100 less</th>
<th>Start with</th>
<th>100 more</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>354</td>
<td></td>
</tr>
<tr>
<td></td>
<td>865</td>
<td></td>
</tr>
<tr>
<td></td>
<td>218</td>
<td></td>
</tr>
</tbody>
</table>

6.) Write two of the numbers in the box on the blanks to make the number sentence true. Show your work.

   \[
   \begin{array}{c}
   24, \ 52, \ 23, \ 35 \\
   \end{array}
   \]

   _______+_______ = 87

Show your work:
7.) Clare makes 14 tacos for her party. Her friend makes 8 more tacos. 10 children come to the party. Are there enough tacos so that each child gets two?

Answer: _________________

Explain your thinking in pictures, numbers or words.

8.) Write the number that makes the number sentence true.

a.) \(8 + 3 = \) ______  
b.) ______ = \(8 + 2\)  
c.) \(4 + 2 = \) ______

d.) ______ = \(6 - 3\)  
e.) \(12 - 4 = \) ______  
f.) ______ = \(10 - 3\)

9.) There are 9 people waiting in line to buy tickets. 4 people leave the line. Now how many people are waiting to buy tickets?

Answer_______________________

Show your work using pictures, numbers or words.
10.) Write a number story for $25 - 7$. Use the space to explain your thinking. Then solve the problem.

Show and explain your thinking.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Answer ______________

11.) Dakota ate 5 cookies. What fraction of the cookies did he eat? Explain your thinking using words or a picture.

Answer ___________
12.) You have $1.00 to buy supplies for yourself. Choose from the items below to buy **three** different items.

![Images of items: notebook, pencil, glue, ruler]

35 cents  15 cents  25 cents  20 cents

<table>
<thead>
<tr>
<th>Use the space below each question to show your work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What will you buy?</td>
</tr>
<tr>
<td>2. What is the total cost?</td>
</tr>
<tr>
<td>3. How much change will you get?</td>
</tr>
</tbody>
</table>

Explain what you did to solve the problem on the lines below.

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
13a.) How much money is in Ned’s pocket? ______________________________

13b.) How much money is in Erin’s pocket? ______________________________

13c.) Who has more money? _________________________________________

14.) What is the fraction of the figure below?

Answer __________
15.) About how many students are in one classroom?
   - 3
   - 20
   - 100
   - 500

16.) About how many students are there in a school?
   - 3
   - 20
   - 100
   - 500

17.) About how many French fries are in a small bag of fries from your favorite fast food restaurant?
   - 360
   - 99
   - 30
   - 6