Example Items

Grade 2
Mathematics

Grade 2 Mathematics Example Items are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

The specific part of an SE that an Example Item measures is NOT necessarily the only part of the SE that is assessed on the ACP. None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

(1) Download the Example Feedback Form and email it. The form is located on the homepage of Assessment.dallasisd.org.

OR

(2) To submit directly, click "Example Feedback" **after** you login to the Assessment website.

First Semester
2018–2019
Code #: 1021
(Version 2: 10/19/18)

EXAMPLE ITEMS Grade 2 Mathematics, Sem 1

An Administrator Manual and a Student Booklet are included in the Grade 2 Math ACP. The administrator reads from the manual while the students follow along in their booklet and then choose an answer. The administrator only reads what is in bold type in the manual. Administrators DO NOT read answers that consist of only numbers, DO NOT read answers that contain number sentences, and DO NOT read answers where numbers are followed by a unit.

The Grade 2 Math set of Example Items combines both the Administrator Manual and the Student Booklet so that teachers are aware of how the test is administered and how the students' booklet appears. Teachers are also encouraged to download the test blueprint as well as the K-2 ACP Blueprint Snapshot from the assessment website (assessment.dallasisd.org > ACP tab) or on the homepage of MyData Portal (Resources > Assessment > Blueprints/Formula Charts).

1. Read the number silently.

> Five-hundred ninety-three

Which shows this number?

A ○ 593

B ○ 590

C ○ 539

D ○ 530

---

2. The chart shows the number of box tops each student collected.

Name	Box Tops
Kim	461
Pat	348
John	614
Paul	832

Which list shows the numbers in order from least to greatest?

A ○ 461, 348, 614, 832

B ○ 348, 461, 614, 832

C ○ 832, 614, 461, 348
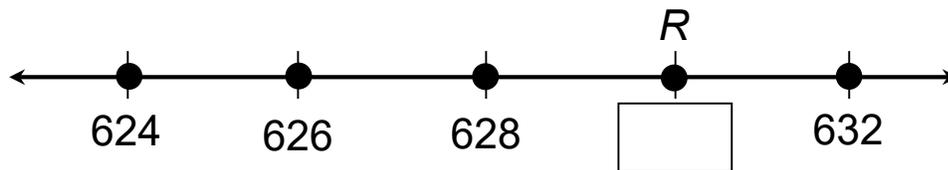
D ○ 348, 614, 461, 832

3. Use the number line to answer the question.
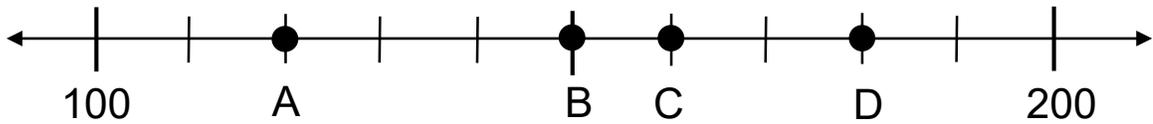
Which point represents the number 180 in the number line?

A ○ Point *A*

B ○ Point *B*

C ○ Point *C*

D ○ Point *D*

---

4. Use the number line to answer the question.

Which number does the letter *R* represent?

A ○ 628

B ○ 629

C ○ 630

D ○ 631

5. Rosanna and her friends want to share a pizza. They cut the pizza into four equal parts. Which model shows the pizza cut into fourths?

A ○

B ○

C ○

D ○
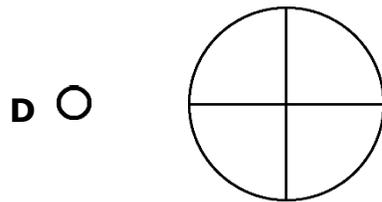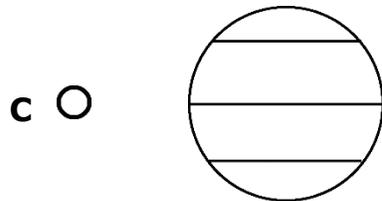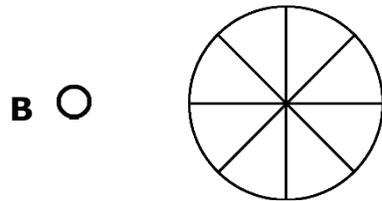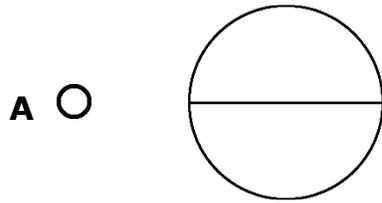
6. Ms. Ruiz has 89 pencils. She gives 19 pencils to her students.

89	
19	?

How many pencils does Ms. Ruiz have left?

A ○   108 pencils

B ○   98 pencils

C ○   79 pencils

D ○   70 pencils

7. Sally was baking cookies for a bake sale. She baked 38 chocolate chip cookies, 24 sugar cookies and 31 oatmeal cookies. Which number sentence is used to find the total number of chocolate chip and sugar cookies she baked?

A ○   31 + 24 = ☐

B ○   31 + 38 = ☐

C ○   38 + 24 = ☐

D ○   38 + 31 = ☐

8. Gabriel buys a toy truck for 80¢.

Which collection of coins is Gabriel able to use to buy the truck?

A ○

B ○

C ○

D ○

9. Look at the three dimensional figure.
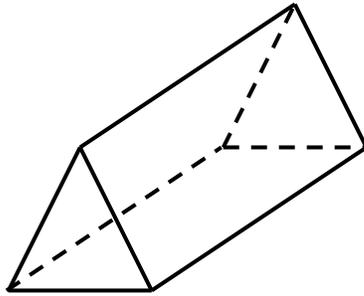
How many faces does the figure have?

A ○　3

B ○　4

C ○　5

D ○　6

---

10. Mr. Cantu's students checked out 46 books from the library. After Mr. Cantu's students checked out their books, there are only 267 books left in the library. How many books did the library have <u>before</u> Mr. Cantu's students visited?

A ○　221 books

B ○　229 books

C ○　301 books

D ○　313 books

11. Look at the number sentence.

$$30 - 19 = \boxed{}$$

Which number correctly completes the number sentence?

A ◯ 49

B ◯ 41

C ◯ 29

D ◯ 11

EXAMPLE ITEMS Grade 2 Mathematics, Sem 1

Item	Key	SE	SE Justifications
1	A	2.2B	Use standard and word forms to represent numbers up to ~~1200~~ (900).
2	B	2.2D	Use place value to compare and order whole numbers up to ~~1200~~ (900) using comparative language and numbers.
3	D	2.2E	Locate the position of a given whole number on an open number line.
4	C	2.2F	Name the whole number that corresponds to a specific point on a number line.
5	D	2.3D	Identify examples and non-examples of fourths.
6	D	2.4B	Subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.
7	C	2.4D	Solve problem situations for a given mathematical number sentence involving addition of whole numbers within ~~1,000~~ (500).
8	A	2.5A	Determine the value of a collection of coins up to one dollar.
9	C	2.8B	Classify three-dimensional solids, including triangular prisms, based on attributes using formal geometric language.
10	D	2.7C	Solve addition and subtraction word problems where unknowns may be any one of the terms in the problem.
11	D	2.4B	Subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.