Pre- and Post-Assessment

Use the following Grade 2 Mathematics pre-/post-assessment pages to plan instruction and monitor progress.
DIRECTIONS FOR ADMINISTERING AND SCORING ASSESSMENTS

This assessment can be administered as a Pre-Assessment for planning instruction and then again as a Post-Assessment at year’s end to monitor progress. The assessment can be administered to children individually or in a group. Detailed guidelines for administering and scoring the Pre-/Post-Assessment are presented below.

GUIDELINES FOR USING THE PRE-ASSESSMENT

This Pre-/Post-Assessment is 20 pages long. Each page targets a specific Mathematics concept or skill. Plan for about 40 minutes to administer the Pre-Assessment, but allow more time if needed. Children should be allowed to finish answering every item. Depending on the children and your situation, you may want to administer the Pre-Assessment in two parts in different sittings.

Read directions aloud to the student(s). Note where students succeed and where they struggle on the Individual Pre-/Post-Assessment Scoring Chart. Then use Everyday Mathematics Intervention Activity units to support these areas.

To Administer the Pre-Assessment:
1. Make a copy of the assessment for each child.
2. Have children write their names at the top of each assessment page.
3. Read the directions on each page and make sure children know what to do.
4. Have children complete each item with their best answer.
5. When children have finished, collect the assessments.

To Score the Pre-Assessment:
1. Make a copy of the Individual Pre-/Post-Assessment Scoring Chart (found on page 25 of this PDF) for each student.
2. Mark each question correct or incorrect on the assessment page using the Answer Key (found at the end of this PDF).
3. To find the total assessment score, count the number of items answered correctly.
4. Then write the number count in the Pre-Assessment column.
5. Add the total to assess overall performance, and use the correlating unit in the EIA Mathematics book to target skills that look like they require more support.
Using the Results:

1. Use the results of the Pre-Assessment to determine each student’s current level of proficiency in the strategies and concepts being assessed.

2. As explained, the items in the Pre-Assessment measure strategies in particular skills. A student’s score on a particular cluster can pinpoint specific instructional needs. A student who answers fewer than 50% of items in each cluster correctly may need focused instructional attention on those particular strategies.

3. Plotting scores on the Individual Pre-Assessment/Post-Assessment Scoring Charts provides a handy reference for monitoring students’ growth and development. Such information can be used to identify the skills and strategies to be reinforced for a whole group, small group, or individual.

4. Store the Pre-Assessment/Post-Assessment Scoring Charts in an appropriate location for referral during the school year, and for end-of-year comparison of the Pre-Assessment and Post-Assessment scores.

GUIDELINES FOR USING THE POST-ASSESSMENT

The Post-Assessment is identical to the Pre-Assessment and should be administered and scored in the same way. Thus, the item numbers on the Individual Pre-/Post-Assessment Scoring Charts are the same for both assessments.

Use the results of the Post-Assessment to determine each student’s current level of proficiency in the strategies being assessed. Compare the students’ scores on the Pre-Assessment and Post-Assessment—and on each strategy cluster within the assessments—to evaluate the student’s progress since the beginning of the year.

<table>
<thead>
<tr>
<th>Grade 2 Mathematics Pre-/Post-Assessment</th>
<th>Recommended Everyday Mathematics Intervention Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations and Algebraic Thinking</td>
<td>Units 1–4</td>
</tr>
<tr>
<td>Number and Operations in Base Ten</td>
<td>Units 5–14</td>
</tr>
<tr>
<td>Measurement and Data</td>
<td>Units 15–21</td>
</tr>
<tr>
<td>Geometry</td>
<td>Units 22–23</td>
</tr>
</tbody>
</table>
Write a related subtraction fact.

1

\[ 7 + 4 = 11 \]

\[ \text{________ - ________ = ________} \]

Write the related addition fact. Then write a related subtraction fact.

2

\[ 6 + 7 = 13 \]

\[ \text{________ + ________ = ________} \]

\[ \text{________ - ________ = ________} \]

Use the numbers shown to write the facts in the fact family.

3

\[
\begin{array}{c}
2 \\
6 \\
8
\end{array}
\]

\[ \text{________ + ________ = ________} \]

\[ \text{________ - ________ = ________} \]

4

\[
\begin{array}{c}
7 \\
8 \\
15
\end{array}
\]

\[ \text{________ + ________ = ________} \]

\[ \text{________ - ________ = ________} \]
**Write a number sentence to solve each problem.**

1. The Rockets made 3 goals in the first half of the soccer game.
   The Penguins made 5 goals in the second half of the game.
   How many goals were scored in all?
   
   \[ 3 \quad \_ \quad = \quad \_ \quad \]

2. There were 14 hockey players on the ice.
   
   6 players wore green jerseys. The other players wore blue jerseys.
   
   How many players wore blue jerseys?
   
   \[ \_ \quad \_ \quad \_ \quad \_ \quad \]

3. Ian made 11 baskets.
   Lucas made 4 baskets.
   How many more baskets did Ian make?
   
   \[ \_ \quad \_ \quad \_ \quad \_ \quad \]

4. Jordan and Emma were playing jacks.
   Jordan picked up 5 jacks in the first round. He then picked up 6 jacks in the second round.
   Then, in the third round, he lost 8 jacks.
   
   What was Jordan’s score after the third round?
   
   \[ \_ \quad \_ \quad \_ \quad \_ \quad \]
   \[ \_ \quad \_ \quad \_ \quad \_ \quad \]
Circle pairs. Then circle whether the number is odd or even. Draw lines to connect pairs.

1.  
   - odd
   - even

2.  
   - odd
   - even

3.  
   - odd
   - even

4. Write the number in each tower. Then add.
   
   _______ + _______ = _______
Write the number in each column. Then add to find the total number of objects.

1

____ + ____ + ____ + ____ = ____

2

____  ____  ____  ____ = ____

Draw an X on the equation that does NOT show the total number of oranges.

3

4 + 4 + 4 + 4 = 16

4 + 4 + 4 + 4 + 4 = 20

5 + 5 + 5 + 5 = 20
Write the number of hundreds, tens, and ones.

1

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

167

2

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

____ hundreds _____ tens _____ ones = ____

3

451 = ______ hundreds ______ tens ______ ones

4

506 = ______ hundreds ______ tens ______ ones
Cross out the number that does not match.

1

<table>
<thead>
<tr>
<th>632</th>
<th>six hundred thirty-two</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 hundreds 30 tens 2 ones</td>
<td></td>
</tr>
<tr>
<td>600 + 30 + 2</td>
<td></td>
</tr>
</tbody>
</table>

2

<table>
<thead>
<tr>
<th>nine hundred five</th>
<th>900 + 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>905</td>
<td></td>
</tr>
<tr>
<td>9 hundreds 5 tens</td>
<td></td>
</tr>
</tbody>
</table>

Look for a skip-counting pattern. Write the missing numbers.

3

| 200, 300, 400, _____, _____, _____ |

4

| 125, 150, 175, _____, _____, _____ |
Match to compare. Circle the true comparison statement.

1

134 is greater than 143.
134 is less than 143.
134 is equal to 143.

> is greater than; < is less than; = is equal to

2

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

897 870

3

435 453

4

996 699
Find each sum. Show your thinking.

1. \[37 + 5 = \phantom{000}\]

2. \[10 + 19 + 36 = \phantom{000}\]

3. \[25 + 9 = \phantom{000}\]

4. \[7 + 50\]
Find each sum.

1. 35 + 24
   30 + 20 = _____
   5 + 4 = _____

2. 42 + 16
   $\begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   4 & 2 \\
   + & 1 \\
   \hline
   \end{array}$

3. 33 + 45
   $\begin{array}{c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   
   + \\
   \hline
   \end{array}$

4. 35 + 29 + 21
   $\begin{array}{c|c|c|c|c|c}
   \text{tens} & \text{ones} \\
   \hline
   3 & 5 \\
   + & 2 & 9 \\
   + & 2 & 1 \\
   \hline
   \end{array}$
Solve each problem.

1. \[115 - 100 = \]  
   
2. \[224 + 100 = \]  
   
3. \[568 + 100\]  
   
4. \[817 - 100 = \]  
   
   \[
   \begin{array}{c|c|c}
   \text{hundreds} & \text{tens} & \text{ones} \\
   \hline
   5 & 6 & 8 \\
   + & 1 & 0 \\
   \hline
   \end{array}
   \]
Find each sum.

1. $173 + 246$

2. $168 + 132$

3. $675 + 310$

4. $436 + 108$
Find each difference.

1. 

2. 

3. 

4. 

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>-</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>-</td>
<td>9</td>
</tr>
</tbody>
</table>

Think:

7 + ? = 16
Find each difference.

1. $47 - 35 = \_\_\_\_\_\_$

2. $36 - 13$
   - tens
   - ones
   -

3. $21 - 11$
   - tens
   - ones
   -

4. $61 - 17$
   - tens
   - ones
   -
Find each difference.

1. \[254 - 143\]

   \[
   \begin{array}{c|c|c|c}
   \text{hundreds} & \text{tens} & \text{ones} \\
   \hline
   2 & 5 & 4 \\
   - & 1 & 4 \\
   \hline
   \end{array}
   \]

2. \[364 - 236\]

   \[
   \begin{array}{c|c|c|c}
   \text{hundreds} & \text{tens} & \text{ones} \\
   \hline
   3 & 6 & 4 \\
   - & 2 & 3 \\
   \hline
   \end{array}
   \]

3. \[789 - 526\]

   \[
   \begin{array}{c|c|c|c}
   \text{hundreds} & \text{tens} & \text{ones} \\
   \hline
   7 & 8 & 9 \\
   - & 5 & 2 \\
   \hline
   \end{array}
   \]

4. \[924 - 273\]

   \[
   \begin{array}{c|c|c|c}
   \text{hundreds} & \text{tens} & \text{ones} \\
   \hline
   9 & 2 & 4 \\
   - & 2 & 7 \\
   \hline
   \end{array}
   \]
Inch, Foot, Yard

Solve each problem.

1 Estimate the length of this bracelet. Circle the unit.
   Then measure the bracelet.

   estimate: about _____ inches/feet
   measure: about _____ inches/feet

2 Estimate the width of this bracelet in centimeters.

   about _____ centimeter(s)

3 Anthony has 11 centimeters of green yarn and 8 centimeters of yellow yarn.
   How much yarn does Anthony have in all?

   _____ + _____ = _____

   _____ centimeters of yarn
Pre-/Post-Assessment • Tell Time to the Nearest Five Minutes

Write each time.

1. 
   
   

2. 
   
   

3. 
   
   

4. Write the time shown.
   Circle A.M. or P.M.

3:25

A.M./P.M.
Write each amount. Remember to use symbols.

1. You have two one-dollar bills, a dime, and four pennies. What amount of money do you have?

2. Tessa has two quarters and 3 nickels. How much money does Tessa have?

3. __________________

4. __________________

You have two one-dollar bills, a dime, and four pennies. What amount of money do you have?

Tessa has two quarters and 3 nickels. How much money does Tessa have?

How much money does Tessa have?

______________________

______________________
Use the data to complete the line plot.

1

<table>
<thead>
<tr>
<th>Model Train Cars Sam Made</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length in Centimeters</td>
<td>Number</td>
</tr>
<tr>
<td>14</td>
<td>III</td>
</tr>
<tr>
<td>15</td>
<td>I I I I</td>
</tr>
<tr>
<td>16</td>
<td>I I I I</td>
</tr>
<tr>
<td>17</td>
<td>II</td>
</tr>
</tbody>
</table>

This line plot shows the lengths of the train cars Sam made.

2

The list shows the length of the bracelets that Taylor made.

<table>
<thead>
<tr>
<th>Length of Bracelets</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 inches</td>
</tr>
<tr>
<td>6 inches</td>
</tr>
<tr>
<td>8 inches</td>
</tr>
<tr>
<td>6 inches</td>
</tr>
<tr>
<td>7 inches</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Length in Centimeters</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use the data to complete the graphs.

1. **Favorite Types of Lunch**

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macaroni</td>
<td>III</td>
</tr>
<tr>
<td>Grilled Cheese</td>
<td>II</td>
</tr>
<tr>
<td>Hamburgers</td>
<td>I</td>
</tr>
</tbody>
</table>

2. How many more students voted for grilled cheese than hamburgers?

_____ ____ = ______

_____ more students voted for grilled cheese than hamburgers.

3. How many students voted for grilled cheese and macaroni?

_____ ____ = ______

_____ students voted for grilled cheese and macaroni.
Match each shape to its description.

1. **Shape with 5 angles.** quadrilateral

2. **Shape with 4 sides.** cube

3. **Shape with 6 faces.** pentagon

Draw the shape on the line.

4. hexagon ________________________________
Solve each problem.

1. For each figure, draw lines to show two equal shares.

2. For each figure, draw lines to show four equal shares.

3. Circle the shape that shows thirds.

4. Circle the shape that shows fourths.
## Individual Scoring Chart

<table>
<thead>
<tr>
<th>Skill</th>
<th>Assessment page</th>
<th>Pre-Assessment</th>
<th>Post-Assessment</th>
<th>EIA Mathematics Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition and Subtraction Fact Families</td>
<td>4</td>
<td>/4</td>
<td>/4</td>
<td>Unit 1</td>
</tr>
<tr>
<td>Write a Number Sentence</td>
<td>5</td>
<td>/4</td>
<td>/4</td>
<td>Unit 2</td>
</tr>
<tr>
<td>Odd and Even</td>
<td>6</td>
<td>/4</td>
<td>/4</td>
<td>Unit 3</td>
</tr>
<tr>
<td>Add Equal Groups</td>
<td>7</td>
<td>/3</td>
<td>/3</td>
<td>Unit 4</td>
</tr>
<tr>
<td>Understand Place Value</td>
<td>8</td>
<td>/4</td>
<td>/4</td>
<td>Unit 5</td>
</tr>
<tr>
<td>Count, Read, and Write Numbers to 1,000</td>
<td>9</td>
<td>/4</td>
<td>/4</td>
<td>Unit 6</td>
</tr>
<tr>
<td>Compare Numbers</td>
<td>10</td>
<td>/4</td>
<td>/4</td>
<td>Unit 7</td>
</tr>
<tr>
<td>Use Strategies to Add</td>
<td>11</td>
<td>/4</td>
<td>/4</td>
<td>Unit 8</td>
</tr>
<tr>
<td>Add Two-Digit Numbers</td>
<td>12</td>
<td>/4</td>
<td>/4</td>
<td>Unit 9</td>
</tr>
<tr>
<td>One Hundred More, One Hundred Less</td>
<td>13</td>
<td>/4</td>
<td>/4</td>
<td>Unit 10</td>
</tr>
<tr>
<td>Add Three-Digit Numbers</td>
<td>14</td>
<td>/4</td>
<td>/4</td>
<td>Unit 11</td>
</tr>
<tr>
<td>Use Strategies to Subtract</td>
<td>15</td>
<td>/4</td>
<td>/4</td>
<td>Unit 12</td>
</tr>
<tr>
<td>Subtract Two-Digit Numbers</td>
<td>16</td>
<td>/4</td>
<td>/4</td>
<td>Unit 13</td>
</tr>
<tr>
<td>Subtract Three-Digit Numbers</td>
<td>17</td>
<td>/4</td>
<td>/4</td>
<td>Unit 14</td>
</tr>
<tr>
<td>Length</td>
<td>18</td>
<td>/3</td>
<td>/3</td>
<td>Units 15, 16, 17</td>
</tr>
<tr>
<td>Tell Time to the Nearest Five Minutes</td>
<td>19</td>
<td>/4</td>
<td>/4</td>
<td>Unit 18</td>
</tr>
<tr>
<td>How Much Money?</td>
<td>20</td>
<td>/4</td>
<td>/4</td>
<td>Unit 19</td>
</tr>
<tr>
<td>Make a Line Plot</td>
<td>21</td>
<td>/2</td>
<td>/2</td>
<td>Unit 20</td>
</tr>
<tr>
<td>Make a Graph</td>
<td>22</td>
<td>/3</td>
<td>/3</td>
<td>Unit 21</td>
</tr>
<tr>
<td>Identify Shapes</td>
<td>23</td>
<td>/4</td>
<td>/4</td>
<td>Unit 22</td>
</tr>
<tr>
<td>Parts of Shapes</td>
<td>24</td>
<td>/4</td>
<td>/4</td>
<td>Unit 23</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>/79</td>
<td>/79</td>
<td></td>
</tr>
</tbody>
</table>
Write a related subtraction fact.

1.  

\[ 7 + 4 = 11 \]

\[ 11 - 7 = 4 \]

Write the related addition fact. Then write a related subtraction fact.

2.  

\[ 6 + 7 = 13 \]

\[ 6 + 7 = 13 \]

\[ 13 - 7 = 6 \]

Use the numbers shown to write the facts in the fact family.

3.  

\[ 2 + 6 = 8 \]

\[ 8 - 6 = 2 \]

\[ 6 + 2 = 8 \]

\[ 8 - 2 = 6 \]

4.  

\[ 7 + 8 = 15 \]

\[ 15 - 7 = 8 \]

\[ 8 + 7 = 15 \]

\[ 15 - 8 = 7 \]
Write a number sentence to solve each problem.

1. The Rockets made 3 goals in the first half of the soccer game.
   The Penguins made 5 goals in the second half of the game.
   How many goals were scored in all?
   
   \[ 3 + 5 = 8 \]

2. There were 14 hockey players on the ice.
   6 players wore green jerseys. The other players wore blue jerseys.
   How many players wore blue jerseys?
   
   \[ 14 - 6 = 8 \]

3. Ian made 11 baskets.
   Lucas made 4 baskets.
   How many more baskets did Ian make?
   
   \[ 11 - 4 = 7 \]

4. Jordan and Emma were playing jacks.
   Jordan picked up 5 jacks in the first round. He then picked up 6 jacks in the second round.
   Then, in the third round, he lost 8 jacks.
   What was Jordan’s score after the third round?
   
   \[ 5 + 6 = 11 \]
   \[ 11 - 8 = 3 \]
Circle pairs. Then circle whether the number is odd or even. Draw lines to connect pairs.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Odd and Even" /></td>
<td><img src="image2" alt="Odd and Even" /></td>
</tr>
<tr>
<td><img src="image3" alt="Odd" /></td>
<td><img src="image4" alt="Even" /></td>
</tr>
</tbody>
</table>

Write the number in each tower. Then add.

```
7 + 6 = 13
```
Write the number in each column. Then add to find the total number of objects.

1

\[
\begin{array}{cccc}
3 & + & 3 & + 3 + 3 = 12
\end{array}
\]

2

\[
\begin{array}{cccc}
4 & + & 4 & + 4 + 4 = 16
\end{array}
\]

3

Draw an X on the equation that does NOT show the total number of oranges.

\[
\begin{array}{cccc}
4 & + & 4 & + 4 + 4 = 16
\end{array}
\]

\[
\begin{array}{cccc}
4 & + & 4 & + 4 + 4 + 4 = 20
\end{array}
\]

\[
\begin{array}{cccc}
5 & + & 5 & + 5 + 5 = 20
\end{array}
\]
Write the number of hundreds, tens, and ones.

1

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

167

2

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

2 hundreds 0 tens 3 ones = 203

3

451 = 4 hundreds 5 tens 1 ones

4

506 = 5 hundreds 0 tens 6 ones
Cross out the number that does not match.

1. 632
   - six hundred thirty-two
   - 6 hundreds 30 tens 2 ones
   - $600 + 30 + 2$

2. nine hundred five
   - $900 + 5$
   - 905
   - 9 hundreds 5 tens

Look for a skip-counting pattern. Write the missing numbers.

3. 200, 300, 400, 500, 600, 700

4. 125, 150, 175, 200, 225, 250
Match to compare. Circle the true comparison statement.

1

![Diagram of numbers]

134 is greater than 143.
134 is less than 143.
134 is equal to 143.

> is greater than; < is less than; = is equal to

2

<table>
<thead>
<tr>
<th>hundreds</th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>

897 > 870

3

435 < 453

4

996 > 699
Find each sum. Show your thinking.

1. \[ 37 + 5 = 42 \]

2. \[ 10 + 19 + 36 = 65 \]

3. \[ 25 + 9 = 34 \]

4. \[ 7 + 50 \]

\[ \begin{array}{c|c|c}
\text{tens} & \text{ones} \\
\hline
\text{ten} & \text{one} + \\
\hline
\text{five} & \text{ten} + \\
\hline
\text{seven} & \text{zero} \\
\end{array} \]

\[ 57 \]
Find each sum.

1. 35 + 24
   30 + 20 = 50 \Rightarrow 50
   5 + 4 = 9 \Rightarrow 9
   +
   59

2. 42 + 16
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   4 & 2 \\
   1 & 6 \\
   \hline
   \end{array}
   \]
   +
   58

3. 33 + 45
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   33 & \\
   45 & \\
   \hline
   \end{array}
   \]
   +
   78

4. 35 + 29 + 21
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   3 & 5 \\
   2 & 9 \\
   \hline
   \end{array}
   \]
   +
   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   6 & 4 \\
   2 & 1 \\
   \hline
   \end{array}
   \]
   +
   64
   85
Solve each problem.

1. \(115 - 100 = \_15\)

2. \(224 + 100 = \_324\)

3. \(568 + 100 = 668\)

4. \(817 - 100 = 717\)
Find each sum.

1. $173 + 246$

\[
\begin{array}{c}
\hline
1 & 7 & 3 \\
+ & 2 & 4 \\
\hline
4 & 1 & 9 \\
\end{array}
\]

2. $168 + 132$

\[
\begin{array}{c}
\hline
1 & 6 & 8 \\
+ & 1 & 3 \\
\hline
3 & 0 & 0 \\
\end{array}
\]

3. $675 + 310$

\[
\begin{array}{c}
\hline
6 & 7 & 5 \\
+ & 3 & 1 \\
\hline
9 & 8 & 5 \\
\end{array}
\]

4. $436 + 108$

\[
\begin{array}{c}
\hline
4 & 3 & 6 \\
+ & 1 & 0 \\
\hline
5 & 4 & 4 \\
\end{array}
\]
Find each difference.

1

\[ 74 \, - \, 5 = 69 \]

2

\[ 16 \, - \, 7 = 9 \]

Think:

\[ 7 \, + \, ? = 16 \]

3

\[ 49 \, - \, 8 = 41 \]

 tens | ones
---|---
4 | 9

- | 8

4

\[ 27 \, - \, 9 = 18 \]

 tens | ones
---|---
2 | 7

- | 9

---|---

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Find each difference.

1. 
   -  
   -  
   -  
   -  
   -  

47 − 35 = 12

2. 
   -  
   -  
   -  
   -  

36 − 13

<table>
<thead>
<tr>
<th></th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

= 23

3. 
   -  
   -  
   -  

21 − 11

<table>
<thead>
<tr>
<th></th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

= 10

4. 
   -  
   -  
   -  

61 − 17

<table>
<thead>
<tr>
<th></th>
<th>tens</th>
<th>ones</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

= 44
Find each difference.

1. \[ 254 - 143 \]
   - \[ \begin{array}{lll}
   \text{hundreds} & \text{tens} & \text{ones} \\
   2 & 5 & 4 \\
   - & 1 & 4 \\
   \hline
   111
   \end{array} \]

2. \[ 364 - 236 \]
   - \[ \begin{array}{lll}
   \text{hundreds} & \text{tens} & \text{ones} \\
   3 & 6 & 4 \\
   - & 2 & 3 \\
   \hline
   128
   \end{array} \]

3. \[ 789 - 526 \]
   - \[ \begin{array}{lll}
   \text{hundreds} & \text{tens} & \text{ones} \\
   7 & 8 & 9 \\
   - & 5 & 2 \\
   \hline
   263
   \end{array} \]

4. \[ 924 - 273 \]
   - \[ \begin{array}{lll}
   \text{hundreds} & \text{tens} & \text{ones} \\
   9 & 2 & 4 \\
   - & 2 & 7 \\
   \hline
   651
   \end{array} \]
Inch, Foot, Yard

Solve each problem.

1. Estimate the length of this bracelet. Circle the unit. Then measure the bracelet.

   estimate: about 6 inches/feet

   measure: about 6 inches/feet

2. Estimate the width of this bracelet in centimeters.

   about 1 centimeter(s)

3. Anthony has 11 centimeters of green yarn and 8 centimeters of yellow yarn.

   How much yarn does Anthony have in all?

   \[
   \frac{11}{11} + \frac{8}{8} = 19
   \]

   19 centimeters of yarn
Write each time.

1. 10:00
2. 7:30
3. 11:40
4. Write the time shown.
   Circle A.M. or P.M.
   
   3:25
   A.M. / P.M.
Write each amount. Remember to use symbols.

1. You have two one-dollar bills, a dime, and four pennies. What amount of money do you have?
   
   $\underline{26\$}$

2. Tessa has two quarters and 3 nickels. How much money does Tessa have?
   
   $\underline{17\$}$

3. You have two one-dollar bills, a dime, and four pennies. What amount of money do you have?
   
   $\underline{65\$}$

4. Tessa has two quarters and 3 nickels. How much money does Tessa have?
   
   $\underline{65\$}$

5. You have two one-dollar bills, a dime, and four pennies. What amount of money do you have?
   
   $\underline{2.14}$
Use the data to complete the line plot.

1. **Model Train Cars Sam Made**

<table>
<thead>
<tr>
<th>Length in Centimeters</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>III</td>
</tr>
<tr>
<td>15</td>
<td>I</td>
</tr>
<tr>
<td>16</td>
<td>IIIII</td>
</tr>
<tr>
<td>17</td>
<td>II</td>
</tr>
</tbody>
</table>

This line plot shows the lengths of the train cars Sam made.

2. The list shows the length of the bracelets that Taylor made.

<table>
<thead>
<tr>
<th>Length of Bracelets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 inches</td>
<td>7 inches</td>
</tr>
<tr>
<td>6 inches</td>
<td>7 inches</td>
</tr>
<tr>
<td>8 inches</td>
<td>6 inches</td>
</tr>
<tr>
<td>6 inches</td>
<td>5 inches</td>
</tr>
<tr>
<td>7 inches</td>
<td>6 inches</td>
</tr>
</tbody>
</table>

length in inches
Use the data to complete the graphs.

1. **Favorite Types of Lunch**

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macaroni</td>
<td>III</td>
</tr>
<tr>
<td>Grilled Cheese</td>
<td>II</td>
</tr>
<tr>
<td>Hamburgers</td>
<td>I</td>
</tr>
</tbody>
</table>

Favorite Types of Lunch

How many more students voted for grilled cheese than hamburgers?

6 - 4 = 2

2 more students voted for grilled cheese than hamburgers.

2. How many students voted for grilled cheese and macaroni?

6 + 8 = 14

14 students voted for grilled cheese and macaroni.
Match each shape to its description.

1. Shape with 5 angles. [quadrilateral]
2. Shape with 4 sides. [cube]
3. Shape with 6 faces. [pentagon]

Draw the shape on the line.

4. hexagon

Name ______________________________
Solve each problem.

1. For each figure, draw lines to show two equal shares.

   ![Diagram of a rectangle and a circle divided into two equal shares]

   ANSWERS MAY VARY

2. For each figure, draw lines to show four equal shares.

   ![Diagram of a circle and a rectangle divided into four equal shares]

   ANSWERS MAY VARY

3. Circle the shape that shows thirds.

   ![Three diagrams of rectangles showing thirds]

4. Circle the shape that shows fourths.

   ![Three diagrams of circles showing fourths]