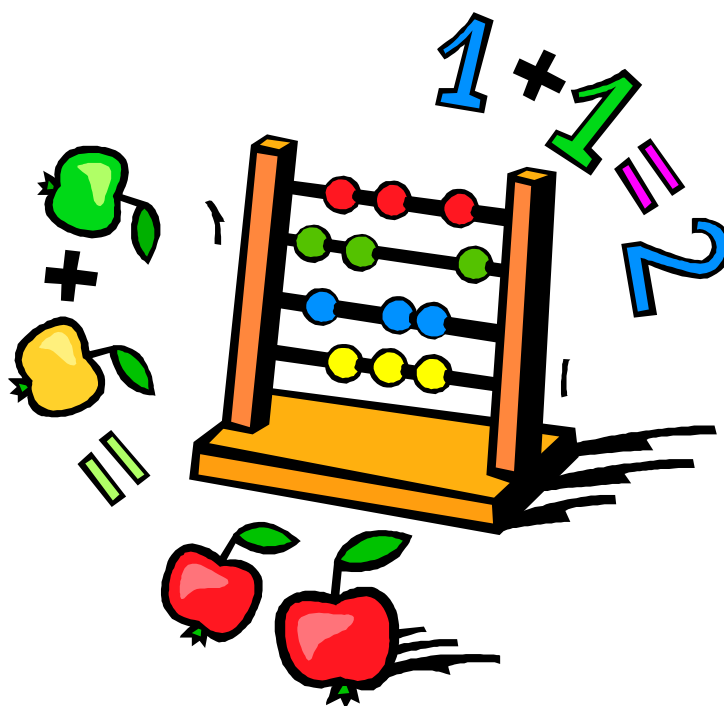End of Grade 2 I.R.P.

Beginning of Grade 3

Diagnostic Math Assessment

Last updated: February 5, 2008

WNCP
Edition

Vancouver IslandNet
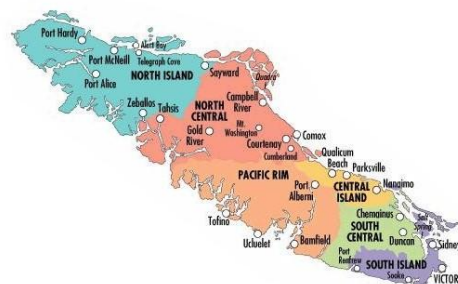
1) The number **sixty-five** can be written as:

    A 5

    B 6

    C 65

    D 605

2) 20, 18, 16, 14, _____, _____, _____

If the pattern continues, the next numbers will be…
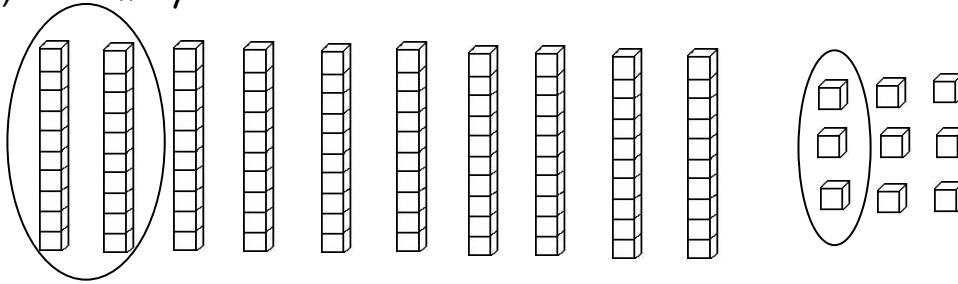
    A 16, 18, 20

    B 15, 16, 17

    C 12, 10, 8

    D 12, 8, 4

3) 60, 65, 70, 75, _____, _____, _____

If the pattern continues, the next numbers will be…

    A 70, 65, 60

    B 80, 85, 90

    C 85, 90, 100

    D 85, 95, 105

4) How many blocks are circled?
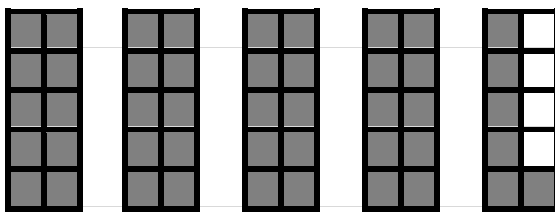
A 3

B 13

C 23

D 32

5) About how many people can fit in 2 cars if everyone wears a seatbelt?
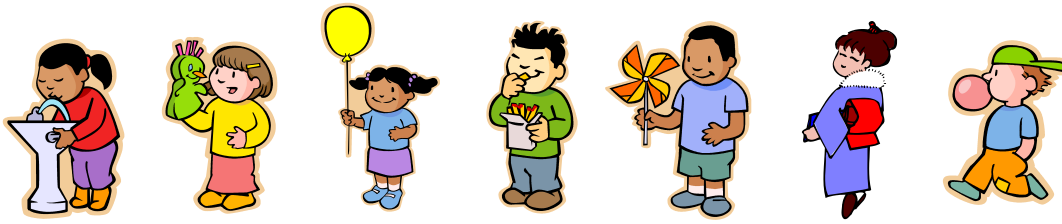
A 2

B 10

C 20

D 30

6) How many? _____

A 10

B 16

C 46

D 64

7) Seven children line up for a drink.

| Morgan | Liam | Alison | Travis | Michael | Kay | Matt |

Morgan is first (1st) in line at the fountain.

Which child is fifth (5th) in line from the fountain?

A   Alison

B   Kay

C   Matt

D   Michael

8) Rides at the fair cost 3 tickets.
Ben wanted to go on four rides.
How many tickets did Ben need?

A   3

B   7

C   9

D   12

9) 3, 7, 11, 15, _____, _____, _____, _____.

If the pattern continues, the next numbers will be...

    A 11, 7, 3, 1

    B 16, 17, 18, 19

    C 17, 19, 21, 23

    D 19, 23, 27, 31

10)   Allan has 9 nickels.

How much money does he have altogether?

    A 9 ¢

    B 40 ¢

    C 45 ¢

    D 90 ¢

11)   Which is a set of <u>all even</u> numbers?

    A 5, 13, 47, 89

    B 12, 13, 14, 15

    C 17, 50, 61, 83

    D 24, 38, 80, 86

12) Put these numbers in order from <u>least to greatest</u>.

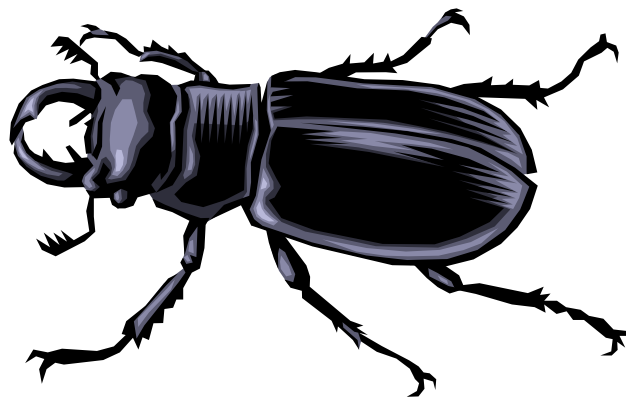| 53	48	40
51	47	42

A   40, 42, 47, 48, 53, 51

B   40, 42, 47, 48, 51, 53

C   53, 51, 40, 42, 47, 48

D   53, 51, 48, 47, 42, 40

13) How many days in 1 week?

A   4

B   7

C   30
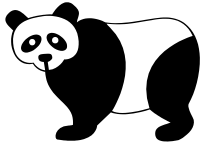
D   52

14) Estimate the length of this bug in units

•———• = 1 unit

A   4 units

B   10 units

C   15 units

D   30 units

15) Bill has to organize the animals from **lightest** **to** **heaviest**.
What would be the correct order?

bear	bird	cat	dog

A   bird, bear, dog, cat

B   cat, dog, bird, bear

C   bird, cat, dog, bear

D   dog, bear, cat, bird

16) How many months in 1 year?

A   7

B   10

C   12

D   52

17) Janis' birthday is on July 20th.
What day of the week is her birthday?

| July | | | | | | |
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

A Friday

B Saturday

C Sunday

D Monday

18) Which item is closest in mass to a box of crayons?

A chair

B deck of cards

C pencil

D dog

19) How many faces are on the cube below?

A 4

B 6

C 8

D 12
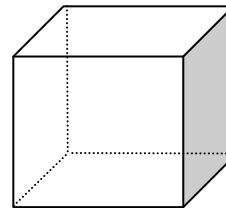
Use this graph to answer the next 3 questions.

Favourite sports
☺ = 1 person

Hockey ☺ ☺ ☺ ☺ ☺

Baseball ☺ ☺ ☺ ☺ ☺ ☺

Basketball ☺ ☺

Soccer ☺ ☺ ☺ ☺ ☺ ☺ ☺

20) What was the favourite sport?

    A Hockey

    B Baseball

    C Basketball

    D Soccer

21) How many students liked ⚾ baseball and 🏒 hockey altogether?

    A 13

    B 11

    C 6

    D 5

22) How many more students liked ⚽ soccer than 🏀 basketball?

    A 1

    B 5

    C 6

    D 13

23) Which of these shapes is a triangle?
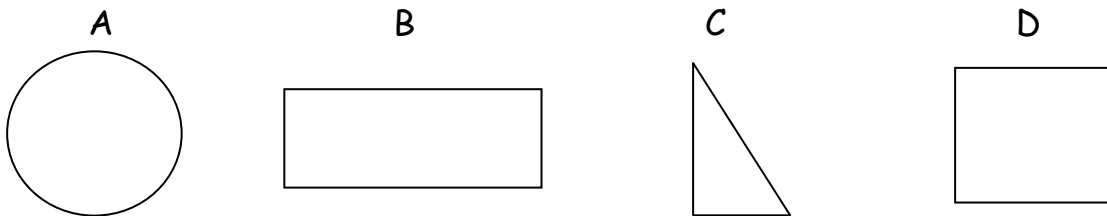
    A   B   C   D

24) Katie sorted these shapes into 2 sets.

Set A

Set B
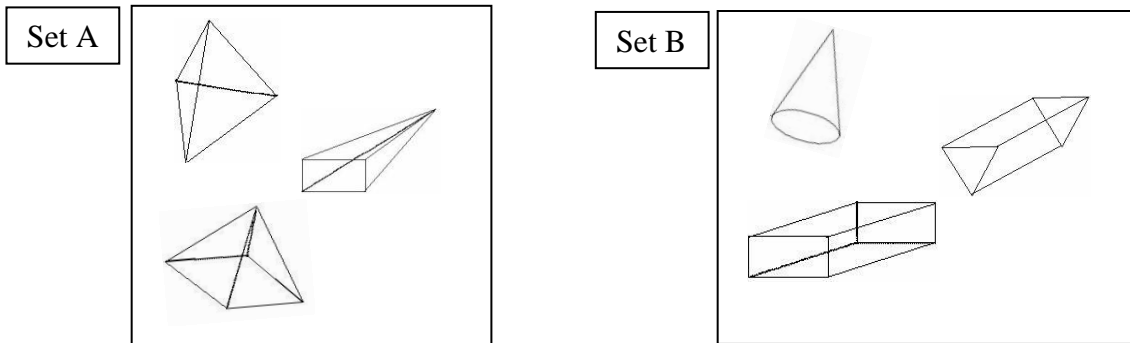
Which shape belongs to set A?

    A   C

    B   D

■ End of Multiple Choice Questions ■

Problem Solving Section

25)   Ann has quarters, dimes, and nickels.

Show all the different ways she can make 30¢.

26) An ice cream stand has 4 flavours.

Tim wants 2 <u>different</u> flavours of ice cream on his ice cream cone.

Show all the ways Tim can make his ice cream cone.

| Chocolate | Vanilla | Strawberry | Bubblegum |
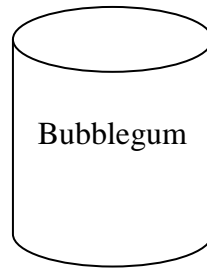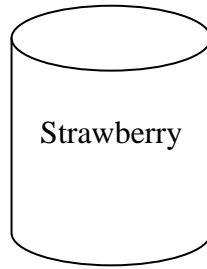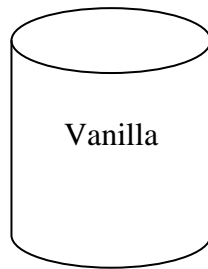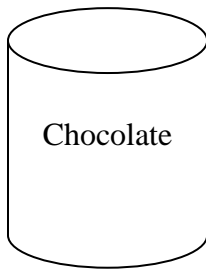
BASIC MATH COMPUTATION from Grade 2

8 + 9 =	18 - 9 =	13 - 5 =	23 + 10 =
17 + 12 =	49 - 13 =	54 - 27 =	37 + 38 =
15 - 0 =	16 + 79 =	416 + 222 =	42 - 23 =

Answer Key

1. C (Number)
2. C (Patterns & Relations)
3. B (Patterns & Relations)
4. C (Number)
5. B (Number)
6. C (Number)
7. D (Number)
8. D (Number)
9. D (Patterns & Relations)
10. C (Patterns & Relations)
11. D (Number)
12. B (Number)
13. B (Shape & Space)
14. B (Shape & Space)
15. C (Shape & Space)
16. C (Shape & Space)
17. B (Shape & Space)
18. B (Shape & Space)
19. B (Shape & Space)
20. D (Statistics & Probability)
21. B (Statistics & Probability)
22. B (Statistics & Probability)
23. C (Shape & Space)
24. D (Shape & Space)

25.

25¢	10¢	5¢
1	0	1
0	3	0
0	2	2
0	1	4
0	0	6

1	2	3	4
Some attempt but no correct answer	1 correct way	2 or 3 correct ways	4 - 5 correct ways

26. Combinations

C,B
C,V
C,S
B,V
B,S
S,V

Please note a similar but more difficult question is also in the grade 4 test.

1	2	3	4
A start beyond copying that shows some understanding (draws a 2 scoop cone)	1 or 2 correct combinations (not counting reversals)	3 or 4 correct combinations not counting reversals	5 or 6 correct combinations not counting reversals

Basic Math Computations

17	9	8	33
29	36	27	75
15	95	638	19

Quick Scale: Grade 2 Numeracy

This Quick Scale *is a summary of the criteria described in detail in the* Rating Scale *that follows. These criteria may apply at any time of the year, depending when specific skills or concepts are introduced.*

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
Snapshot	**The student may be unable to complete the task in a reasonable amount of time without one-to-one help.**	**Most parts of the basic task are correct; some errors or omissions. The student may have difficulty explaining the result. May need some assistance.**	**In familiar situations, the student completes all parts of the basic task accurately and can explain the result. May need occasional consultation.**	**The student completes all parts of the task accurately and efficiently and explains the result. May develop an extension or alternative method.**
Concepts and Applications* ▪ recognizing mathematics ▪ grade-specific concepts, skills ▪ patterns, relationships	▪ Has difficulty seeing the relevance or application of mathematics to everyday problems. ▪ Needs one-to-one support to select and apply appropriate processes ▪ Estimates and predictions are often guesses or wishes; may be very illogical	▪ If prompted, identifies ways to use mathematics in problems similar to those previously encountered ▪ In simple, familiar situations, can select and apply most appropriate processes; some errors ▪ In familiar situations, most estimates and predictions are within the bounds of logic	▪ With some support, identifies ways to apply mathematics to everyday problems ▪ In familiar situations, selects and applies appropriate processes to solve simple problems; minor errors ▪ In familiar, relatively simple situations, estimates and predictions are logical	▪ May independently find ways to apply mathematics to everyday problems ▪ Selects and applies appropriate processes to solve simple problems; efficient ▪ Makes logical estimates and predictions in both familiar and unfamiliar situations.
Strategies and Approaches ▪ procedures ▪ estimates to verify solutions	▪ requires extensive support to follow modeled procedures and complete tasks ▪ unable to verify answers	▪ attempts to follow modeled procedures; may confuse order ▪ needs help to verify answers; estimates may be illogical	▪ follows modeled procedures ▪ with prompting, verifies answers or results with estimations or a calculator	▪ follows modeled procedures; may find an alternative or shortcut ▪ may independently verify answers or results
Accuracy ▪ recording, calculations	▪ often includes major errors in recording or calculations	▪ some recording or calculation errors	▪ recording and calculations are generally accurate; may be minor errors	▪ recording and calculations are generally accurate; may use mental math
Representation and Communication ▪ representing numbers ▪ explaining procedures, results	▪ work may be unclear, confusing, or presented in an inconsistent format ▪ unable to explain or demonstrate how to complete the task	▪ work is generally clear; may be confusing to follow in some places ▪ with prompting, repeats some basic explanations given by the teacher	▪ work is generally clear, easy to follow; may be messy in places ▪ repeats explanations or demonstrations given by the teacher	▪ work is clear; easy to follow ▪ explains processes and results in own words; demonstrates strategies and processes used

* You may want to list key curriculum concepts or skills for a particular task.