

Introduction - Grade 2 Mathematics

The following released test questions are taken from the Grade 2 Mathematics Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 2 Mathematics. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, 2007, and 2008. First on the pages that follow are lists of the standards assessed on the Grade 2 Mathematics Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
Number Sense – Place Value, Addition, and Subtraction	15	23
Number Sense – Multiplication, Division, and Fractions	23	32
Algebra and Functions	6	9
Measurement and Geometry	14	21
Statistics, Data Analysis, and Probability	7	11
TOTAL	65	96

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 2 Mathematics Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

In Grade 2, the actual Mathematics question does not appear in the test booklet but is read to the students by the teacher administering the test. In this booklet, the questions are printed in bold-faced capital letters.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

THE NUMBER SENSE STRAND

In Grade 2, there are two reporting clusters within the Number Sense strand: 1) Place Value, Addition, and Subtraction and 2) Multiplication, Division, and Fractions. This booklet contains released test questions for each of these clusters.

The following five California content standards are included in the Place Value, Addition, and Subtraction reporting cluster of the Number Sense strand and are represented in this booklet by 23 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Number Sense

Standard Set 1.0 Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000:

2NS1.1* Count, read, and write whole numbers to 1,000 and identify the place value for each digit.

2NS1.2 Use words, models, and expanded forms (e.g., $45 = 4 \text{ tens} + 5$) to represent numbers (to 1,000).

2NS1.3* Order and compare whole numbers to 1,000 by using the symbols $<$, $=$, $>$.

Standard Set 2.0 Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers:

2NS2.1* Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for $8 + 6 = 14$ is $14 - 6 = 8$) to solve problems and check solutions.

2NS2.2* Find the sum or difference of two whole numbers up to three digits long.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

The following nine California content standards are included in the Multiplication, Division, and Fractions reporting cluster of the Number Sense strand and are represented in this booklet by 32 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Number Sense

Standard Set 3.0* Students model and solve simple problems involving multiplication and division:

2NS3.1*	Use repeated addition, arrays, and counting by multiples to do multiplication.
2NS3.2*	Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division.
2NS3.3*	Know the multiplication tables of 2s, 5s, and 10s (to “times 10”) and commit them to memory.

Standard Set 4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

2NS4.1*	Recognize, name, and compare unit fractions from $\frac{1}{12}$ to $\frac{1}{2}$.
2NS4.2*	Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
2NS4.3*	Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.

Standard Set 5.0 Students model and solve problems by representing, adding, and subtracting amounts of money:

2NS5.1*	Solve problems using combinations of coins and bills.
2NS5.2*	Know and use the decimal notation and the dollar and cent symbols for money.

Standard Set 6.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places:

2NS6.1	Recognize when an estimate is reasonable in measurements (e.g., closest inch).
--------	--

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE ALGEBRA AND FUNCTIONS STRAND/REPORTING CLUSTER

The following three California content standards are included in the Algebra and Functions strand/reporting cluster and are represented in this booklet by nine test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Algebra and Functions

Standard Set 1.0 **Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:**

2AF1.1*	Use the commutative and associative rules to simplify mental calculations and to check results.
2AF1.2	Relate problem situations to number sentences involving addition and subtraction.
2AF1.3	Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE MEASUREMENT AND GEOMETRY STRAND/REPORTING CLUSTER

The following seven California content standards are included in the Measurement and Geometry strand/reporting cluster and are represented in this booklet by 21 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Measurement and Geometry	
Standard Set 1.0	Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:
2MG1.1	Measure the length of objects by iterating (repeating) a nonstandard or standard unit.
2MG1.2	Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
2MG1.3*	Measure the length of an object to the nearest inch and/or centimeter.
2MG1.4	Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).
2MG1.5	Determine the duration of intervals of time in hours (e.g., 11:00 a.m. to 4:00 p.m.).
Standard Set 2.0*	Students identify and describe the attributes of common figures in the plane and of common objects in space:
2MG2.1*	Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.
2MG2.2*	Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).

* Denotes key standards (*Mathematics Framework for California Public Schools*)

THE STATISTICS, DATA ANALYSIS, AND PROBABILITY STRAND/REPORTING CLUSTER

The following four California content standards are included in the Statistics, Data Analysis, and Probability strand/reporting cluster and are represented in this booklet by 11 test questions. These questions represent only some ways in which these standards may be assessed on the Grade 2 California Mathematics Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS STRAND/CLUSTER

Statistics, Data Analysis, and Probability

Standard Set 1.0* Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

2PS1.1	Record numerical data in systematic ways, keeping track of what has been counted.
2PS1.2	Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).
2PS1.3	Identify features of data sets (range and mode).
2PS1.4	Ask and answer simple questions related to data representations.

* Denotes key standards (*Mathematics Framework for California Public Schools*)

Released Test Questions

Math

2

The questions in brackets are not printed in the test booklet. The test administrator reads these questions aloud to students.

1 [A NUMBER HAS NINE ONES, SIX TENS, AND EIGHT HUNDREDS. WHAT IS THE NUMBER?]

869

896

968

986

A**B****C****D**

CSM02136

2 [WHAT IS THE VALUE OF THE FIVE IN FIVE HUNDRED TWENTY-SIX?]

526

5

50

500

5000

A**B****C****D**

CSM00994

3 [LOOK AT THE NUMBER. WHICH DIGIT IS IN THE TENS PLACE?]

962

2

6

9

10

A**B****C****D**

CSM10001

4 [WHICH DIGIT IS IN THE ONES PLACE IN THE NUMBER TWO HUNDRED THIRTY-FOUR?]

234

1

2

3

4

A

B

C

D

CSM10263

5 [WHICH NUMBER HAS A SEVEN IN THE HUNDREDS PLACE AND A THREE IN THE ONES PLACE?]

37

73

347

743

A

B

C

D

CSM30546

6 [WHAT IS ANOTHER NAME FOR FOUR HUNDRED PLUS FORTY PLUS EIGHT?]

4408

448

400408

4048

A

B

C

D

CSM00361

7 [WHAT IS ANOTHER WAY TO WRITE NINE HUNDRED EIGHTY-SEVEN?]

$$900 + 87 + 7$$

A

$$980 + 70 + 0$$

C

$$700 + 80 + 9$$

B

$$900 + 80 + 7$$

D

CSM10379

8 [WHAT IS ANOTHER WAY TO WRITE THIS NUMBER?]

370

$$3 + 70$$

A

$$30 + 70$$

B

$$300 + 7$$

C

$$300 + 70$$

D

CSM10005

9 [WHICH NUMBER SENTENCE IS TRUE?]

$$359 < 375$$

A

$$359 > 375$$

B

$$359 < 359$$

C

$$359 > 359$$

D

CSM01005

10 [WHICH NUMBER GOES IN THE BOX?]

$$386 < \square < 521$$

297

A

334

B

410

C

528

D

CSM10265

11 [WHICH SIGN MAKES THE NUMBER SENTENCE TRUE?]

$$22 + 10 \square 32$$

=

A

+

B

>

C

<

D

CSM10665

12 [WHICH NUMBER GOES IN THE BOX?]

$$91 > \square$$

90

A

92

B

93

C

94

D

CSM10484

13 [WHICH SIGN MAKES A TRUE NUMBER SENTENCE?]

$$6 - 2 \square 1$$

>

A

=

B

<

C

-

D

CSM10404

14 [WHICH NUMBER SENTENCE IS TRUE?]

$$307 = 370$$

A

$$307 > 307$$

B

$$370 < 370$$

C

$$307 < 370$$

D

CSM20651

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

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

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

A

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

B

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

C

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

D

CSM01017

16 [WHICH OF THESE CAN BE USED TO CHECK THE ANSWER TO THE PROBLEM IN THE BOX?]

$$4 + 3 = 7$$

A $7 + 3 = 10$

C $2 + 5 = 7$

B $7 - 4 = 3$

D $10 - 3 = 7$

CSM02141

17 [WHICH NUMBER SENTENCE IS AN OPPOSITE NUMBER SENTENCE FOR EIGHT PLUS SIX EQUALS FOURTEEN?]

$$8 + 6 = 14$$

$2 + 12 = 14$

$7 + 7 = 14$

$8 - 2 = 6$

$14 - 8 = 6$

A

B

C

D

CSM20086

18 [LOOK AT THE TWO PROBLEMS IN THE BOX. THE SAME NUMBER IS MISSING IN BOTH OF THEM. WHAT IS THE MISSING NUMBER?]

$$65 - \square = 60$$

$$60 + \square = 65$$

125

15

5

0

A

B

C

D

CSM00999

19 [WHAT IS THE SOLUTION TO THIS PROBLEM?]

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

431

A

421

B

417

C

407

D

CSM02158

20

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

50

A

140

B

144

C

150

D

CSM10540

21 [TONI HAD SEVEN HUNDRED FIFTY-NINE CUCUMBERS. SHE SOLD FIVE HUNDRED SIXTY-THREE OF THEM. HOW MANY CUCUMBERS DOES TONI HAVE LEFT?]

759

563

116

A

196

B

216

C

296

D

CSM10381

2

Math

Released Test Questions

22 [WHAT IS TWO HUNDRED FIFTEEN PLUS FIFTY-SEVEN?]

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

158

A

262

B

271

C

272

D

CSM20091

23 [WHAT IS THE SOLUTION TO THIS PROBLEM?]

$$\begin{array}{r} 410 \\ + 94 \\ \hline \end{array}$$

514

A

504

B

494

C

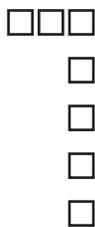
404

D

CSM02165

24 [WHICH DRAWING SHOWS THREE TIMES FIVE?]

$$3 \times 5$$



A



B



C



D

CSM00956

- 25 [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	

9 pages

A

10 pages

B

11 pages

C

12 pages

D

CSM10419

- 26 [WHICH CHOICE IS THE SAME AS THE NUMBER SENTENCE SHOWN?]

$$5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = \square$$

 6×5

A

 7×5

B

 8×5

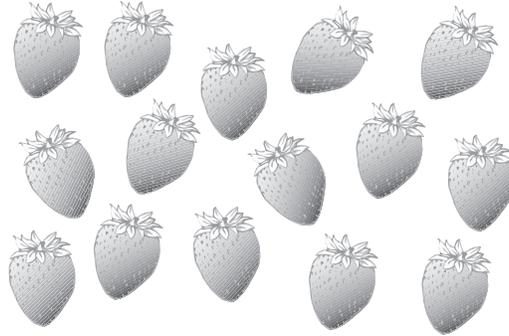
C

 9×5

D

CSM10382

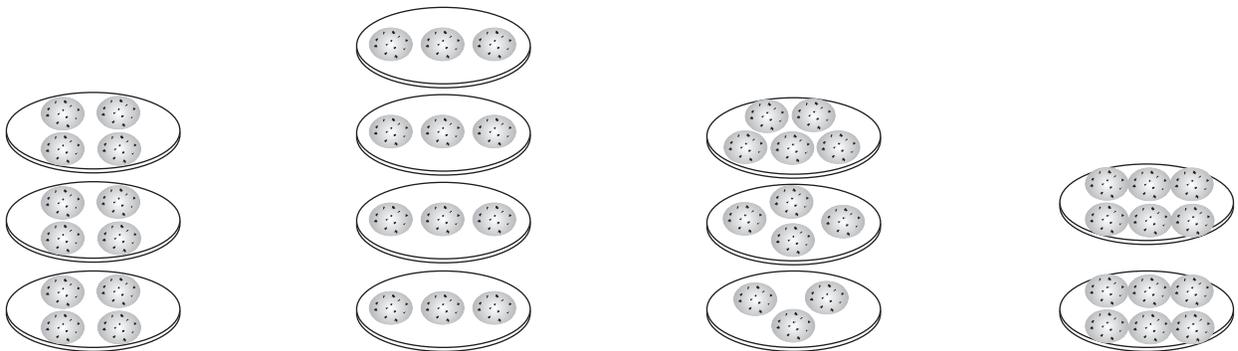
27 [KAYLA HAS THESE STRAWBERRIES. SHE WILL GIVE FOUR STRAWBERRIES TO EACH OF HER THREE FRIENDS. HOW MANY STRAWBERRIES WILL BE LEFT FOR KAYLA?]



- 1
A
- 2
B
- 3
C
- 4
D

CSM02110

28 [WHICH PICTURE SHOWS HOW THREE CHILDREN SHOULD SHARE TWELVE COOKIES EQUALLY?]



- A**
- B**
- C**
- D**

CSM20094

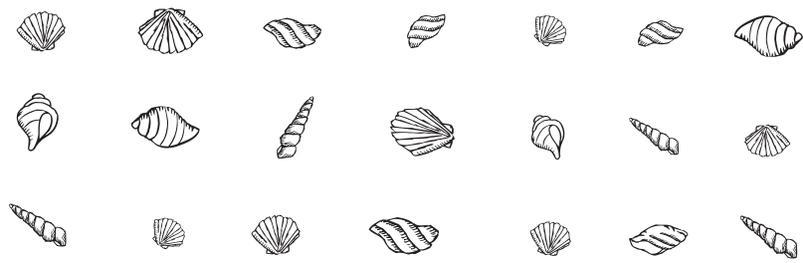
Released Test Questions

Math

2

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

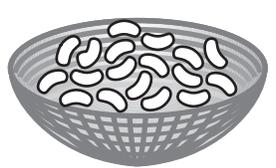
21 Shells



- 6
A
- 7
B
- 8
C
- 9
D

CSM10014

30 [THREE FRIENDS HAVE EIGHTEEN JELLY BEANS ALL TOGETHER. THEY WANT TO SHARE THE JELLY BEANS EQUALLY. HOW MANY JELLY BEANS SHOULD EACH FRIEND GET?]



- 3
A
- 4
B
- 5
C
- 6
D

CSM00036

- 31 [THERE ARE NINE BENCHES IN A PARK. THERE ARE TWO PEOPLE SITTING ON EACH BENCH. HOW MANY PEOPLE ARE SITTING ON THE NINE BENCHES ALL TOGETHER?]

9



2



11

14

16

18

A

B

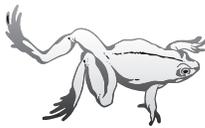
C

D

CSM02108

- 32 [THERE WERE TEN FROGS IN A POND. EACH FROG HAD FOUR LEGS. HOW MANY FROG LEGS WERE THERE ALL TOGETHER?]

10



4 legs

14

40

50

104

A

B

C

D

CSM00037

- 33 [WHICH NUMBER SHOWS THE ANSWER TO FIVE TIMES SIX?]

11

25

30

35

A

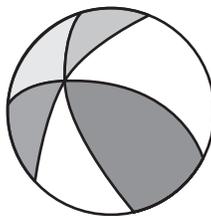
B

C

D

CSM10076

- 34 [ONE BEACH BALL COSTS TWO DOLLARS. HOW MUCH WILL FIVE BEACH BALLS COST?]



\$2

\$10

A

\$12

B

\$14

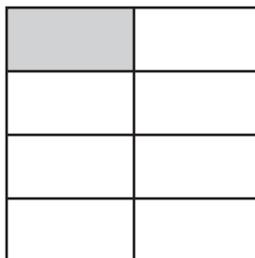
C

\$16

D

CSM02146

- 35 [WHAT FRACTIONAL PART OF THIS FIGURE IS SHADED?]



$\frac{1}{8}$

A

$\frac{1}{7}$

B

$\frac{1}{4}$

C

$\frac{1}{2}$

D

CSM02147

36 [WHICH OF THE FOLLOWING FRACTIONS IS THE GREATEST?]

$$\frac{1}{9}$$

A

$$\frac{1}{2}$$

B

$$\frac{1}{5}$$

C

$$\frac{1}{10}$$

D

CSM00393

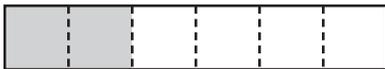
37 [LOOK AT THE FRACTION BARS. WHICH FRACTION BAR SHOWS ONE-SIXTH SHADED?]



A



C



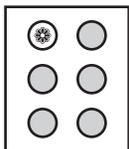
B



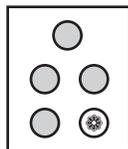
D

CSM10017

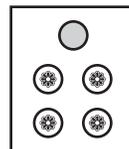
38 [MARK THE BOX IN WHICH ONE-FIFTH OF THE BALLS ARE GRAY.]



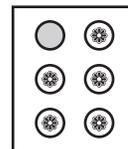
A



B



C



D

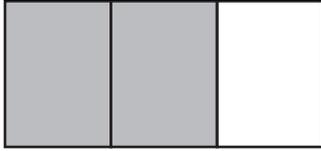
CSM00368

Released Test Questions

Math

2

39 [WHAT FRACTION OF THIS SHAPE IS SHADED?]



$$\frac{1}{2}$$

A

$$\frac{2}{3}$$

B

$$\frac{3}{2}$$

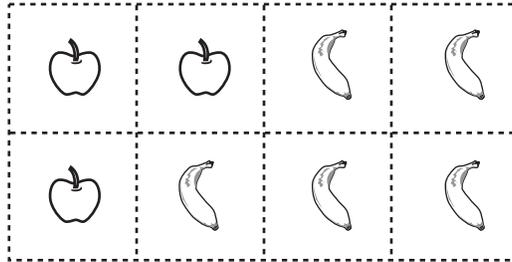
C

$$\frac{3}{1}$$

D

CSM01446

40 [WHAT FRACTION OF THE GROUP OF STICKERS IS APPLE STICKERS?]



$$\frac{3}{5}$$

A

$$\frac{5}{3}$$

B

$$\frac{3}{8}$$

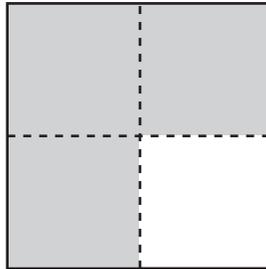
C

$$\frac{8}{3}$$

D

CSM01025

41 [WHAT FRACTION OF THE SQUARE IS SHADED?]



$$\frac{1}{4}$$

A

$$\frac{1}{3}$$

B

$$\frac{3}{4}$$

C

$$\frac{4}{3}$$

D

CSM20102

42 [WHICH FRACTION IS EQUAL TO ONE WHOLE?]

$$\frac{1}{3}$$

A

$$\frac{1}{8}$$

B

$$\frac{2}{3}$$

C

$$\frac{8}{8}$$

D

CSM01018

43 [A TEACHER DIVIDES A WHOLE CLASS INTO GROUPS TO WORK ON A CLASS PROJECT. EACH GROUP HAS ONE-SIXTH OF ALL THE CHILDREN IN THE CLASS. HOW MANY GROUPS ARE THERE?]

2

A

6

B

7

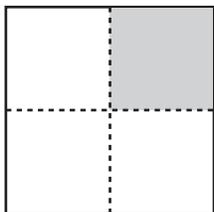
C

12

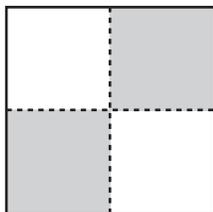
D

CSM10466

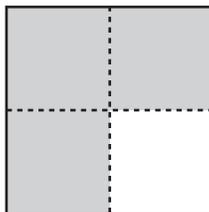
44 [LOOK AT THE LARGE SQUARES. EACH SQUARE IS DIVIDED INTO EQUAL PARTS. WHICH SQUARE IS SHADED TO SHOW ONE WHOLE?]



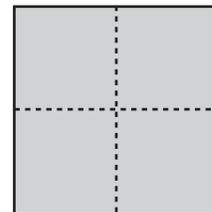
A



B



C



D

CSM10408

45 [WHICH FRACTION IS EQUAL TO ONE?]

$$\frac{1}{12}$$

A

$$\frac{6}{12}$$

B

$$\frac{12}{12}$$

C

$$\frac{100}{12}$$

D

CSM10464

46 [MONIQUE HAS FOUR QUARTERS, TWO DIMES, AND ONE NICKEL. HOW MUCH MONEY DOES SHE HAVE?]



\$1.25

A

\$0.75

B

\$1.05

C

\$1.45

D

CSM00998

2

Math

Released Test Questions

47 [JENA HAS THE MONEY YOU SEE IN THE BOX. WHICH IS A GREATER AMOUNT OF MONEY THAN JENA'S?]



A



B



C



D

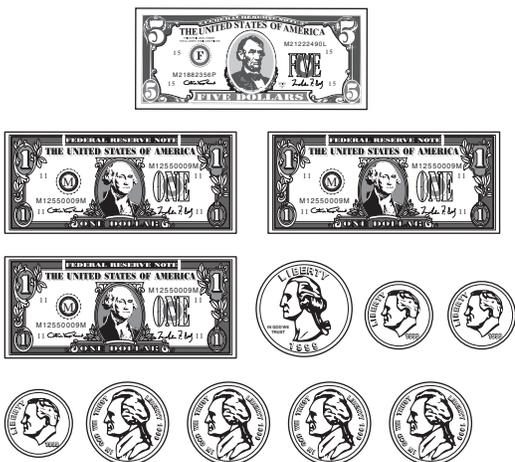
CSM00026

Released Test Questions

Math

2

48 [SHAMIKA IS SAVING MONEY TO BUY A BOOK. SHE HAS SAVED ONE FIVE-DOLLAR BILL, THREE ONE-DOLLAR BILLS, ONE QUARTER, THREE DIMES, AND FOUR NICKELS. HOW MUCH MONEY DOES SHE HAVE SO FAR?]



\$7.95

A

\$8.75

B

\$8.55

C

\$7.75

D

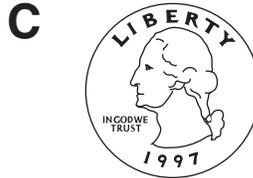
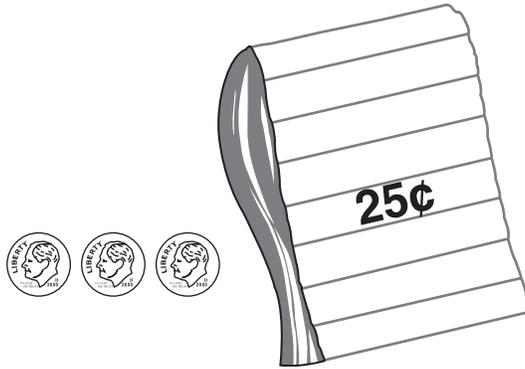
CSM00571

2

Math

Released Test Questions

49 [A PAD OF PAPER COSTS TWENTY-FIVE CENTS. TAMI GAVE THE CLERK THREE DIMES TO BUY A PAD OF PAPER. WHICH PICTURE SHOWS HOW MUCH CHANGE TAMI SHOULD GET BACK?]



CSM10468

50 [COURTNEY HAS THIS MUCH MONEY. IF SHE GIVES THE CLERK FIFTY CENTS, HOW MUCH MONEY WILL SHE HAVE LEFT?]



\$0.60

\$0.80

\$0.90

\$1.10

A

B

C

D

CSM20111

51 [LEE HAS THE MONEY YOU SEE IN THE BOX. HOW MUCH MONEY IS THIS?]



\$2.15

\$2.25

A

C

\$2.20

\$2.30

B

D

CSM02097

52 [WHAT IS ANOTHER WAY TO WRITE FORTY-FIVE CENTS?]

45¢

\$0.45

A

\$4.05

B

\$4.50

C

\$45

D

CSM20427

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

\$2.46

A

\$2.46¢

B

\$2 and 4.6¢

C

\$2 and .46¢

D

CSM00027

54 [WHICH ANSWER SHOWS TWO DOLLARS AND FORTY-NINE CENTS?]



\$2.49

A

\$24.09

B

\$24.90

C

\$249

D

CSM10469

55 [ABOUT HOW LONG IS A DOLLAR BILL?]

1 foot

A

1 inch

B

6 feet

C

6 inches

D

CSM10490

56 [WHAT NUMBER GOES IN THE BOX TO MAKE THIS NUMBER SENTENCE TRUE?]

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

7

8

15

23

A

B

C

D

CSM00991

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

$$6 + 5 = 11$$

A $6 - 5 = \square$

C $5 \times 6 = \square$

B $5 + 6 = \square$

D $5 - 6 = \square$

CSM02148

58 [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 $2 + 4 + 6 = \square$

59 [WHICH NUMBER SENTENCE IS TRUE?]

$$15 + 26 = 26 + 15$$

A

$$15 + 26 = 26 + 41$$

C

$$15 + 26 = 51 + 62$$

B

$$15 + 26 = 15 + 19$$

D

CSM10415

60 [WHICH OF THESE PROBLEMS HAS THE SAME ANSWER AS TWENTY-FIVE PLUS TWENTY PLUS THIRTEEN?]

$$25 + 20 + 13 = \square$$

$$5 + 33$$

A

$$25 + 51$$

B

$$45 + 13$$

C

$$48 + 23$$

D

CSM20035

61 [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?]

$$15 + \square = 33$$

A

$$\square - 33 = 15$$

C

$$15 + 33 = \square$$

B

$$\square - 15 = 33$$

D

CSM01477

- 62 [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

$$503 + 450 =$$

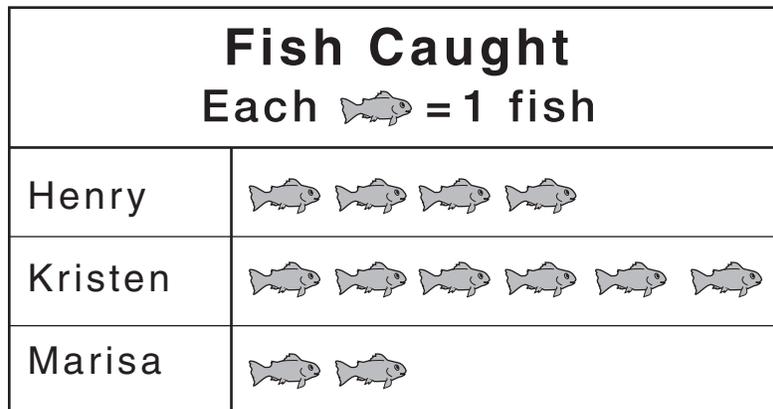
B

$$503 - 450 =$$

D

CSM10084

- 63 [LOOK AT THE GRAPH. HOW MANY FISH DID HENRY AND KRISTEN CATCH ALL TOGETHER?]



4

6

10

12

A

B

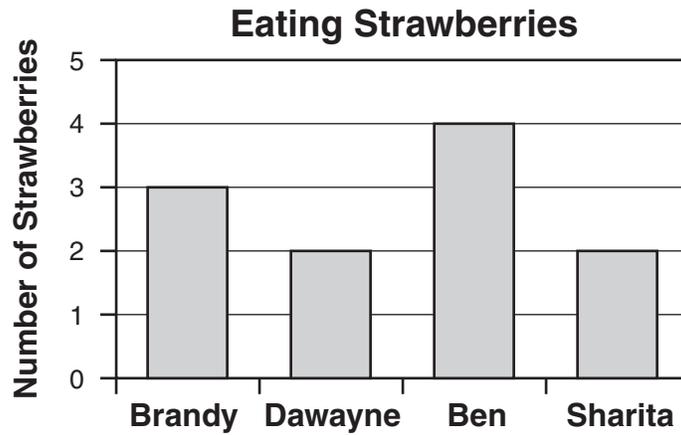
C

D

CSM02090

64

[LOOK AT THE CHART. THE LEWIS CHILDREN ATE STRAWBERRIES FOR DESSERT. THE CHART SHOWS THE NUMBER OF STRAWBERRIES EATEN BY EACH CHILD. HOW MANY STRAWBERRIES DID THE CHILDREN EAT IN ALL?]



4

9

11

12

A**B****C****D**

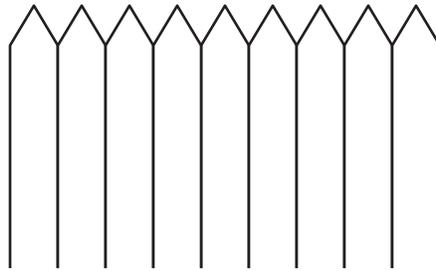
CSM10085

2

Math

Released Test Questions

65 [EACH FENCE POST IS FIVE INCHES WIDE. HOW WIDE IS THE FENCE IN THE PICTURE?]



30 inches
A

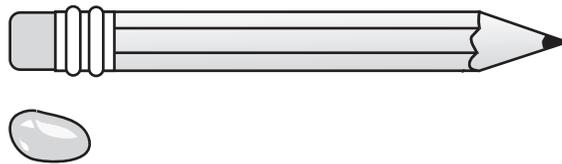
45 inches
B

50 inches
C

65 inches
D

CSM10086

66 [ABOUT HOW MANY JELLY BEANS LONG IS THE PENCIL?]



3
A

7
B

10
C

12
D

CSM30300

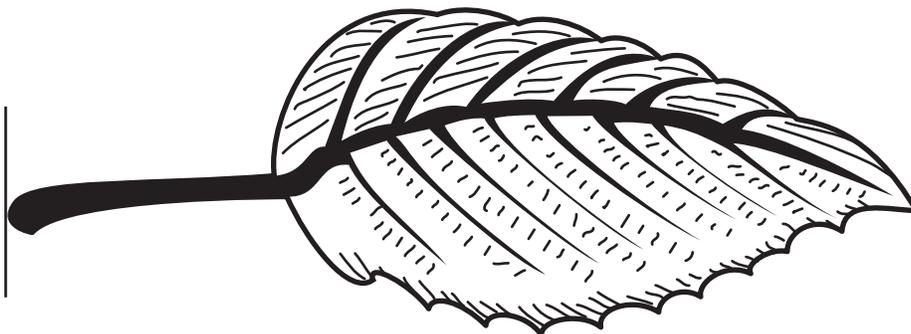
- 67 [THIS COMB IS ABOUT 12 BUTTONS LONG. ABOUT HOW MANY TOOTHPICKS LONG IS THE COMB?]



- 4 8 10 12
A B C D

CSM00014

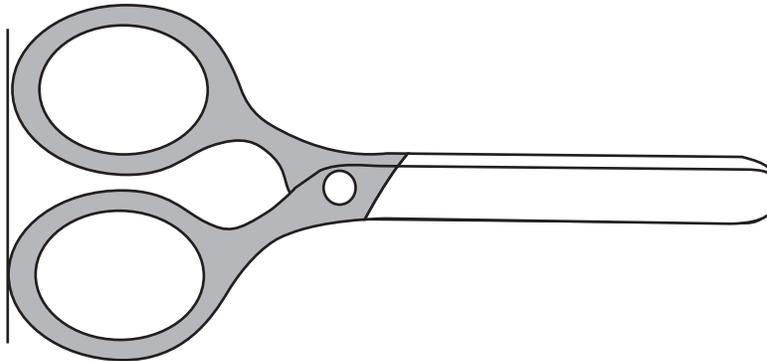
- 68 [LOOK AT THE PICTURE OF THE LEAF. MEASURE THE LENGTH OF THE LEAF AND STEM IN INCHES. ABOUT HOW LONG ARE THE LEAF AND STEM TOGETHER?]



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

CSM10032

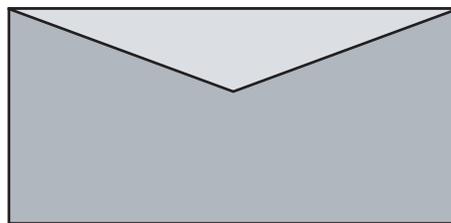
- 69 [USE YOUR RULER TO MEASURE THE SCISSORS. HOW MANY INCHES LONG ARE THE SCISSORS?]



- 2 4 6 10
A B C D

CSM20032

- 70 [HOW MANY CENTIMETERS LONG IS THE ENVELOPE?]



- 2 3 6 7
A B C D

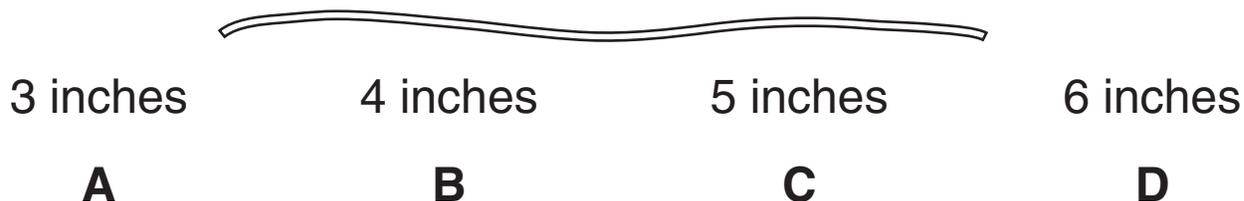
CSM20281

Released Test Questions

Math

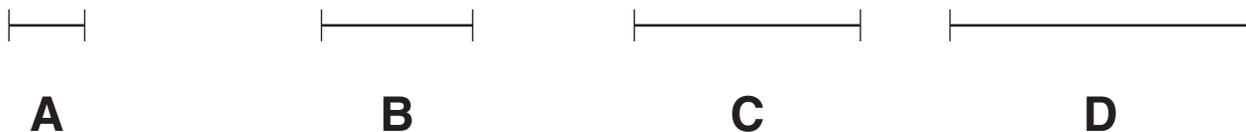
2

- 71 [USE YOUR INCH RULER TO MEASURE THE PIECE OF STRING. WHICH IS CLOSEST TO THE LENGTH OF THIS PIECE OF STRING?]



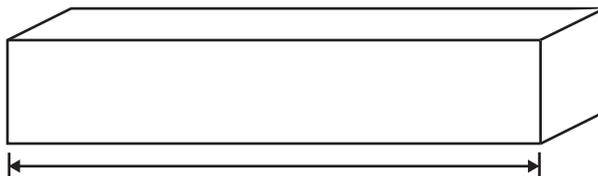
CSM02159

- 72 [USE YOUR RULER TO MEASURE THESE LINES. WHICH OF THESE LINES IS THREE CENTIMETERS LONG?]



CSM20033

- 73 [ABOUT HOW MANY CENTIMETERS LONG IS THE ERASER?]



- 5 7 14 70
- A** **B** **C** **D**

CSM10088

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

7 days

30 days

52 days

365 days

A

B

C

D

CSM00373

75 [NATALIE WALKED FOR ONE HOUR. HOW MANY MINUTES DID NATALIE WALK?]

12

24

52

60

A

B

C

D

CSM20006

76 [A MOVIE STARTED AT ELEVEN O'CLOCK A.M. AND LASTED THREE HOURS. AT WHAT TIME DID THE MOVIE END?]

12:00 p.m.

1:00 p.m.

2:00 p.m.

3:00 p.m.

A

B

C

D

CSM20060

77 [A GYM IS OPEN FOR CHILDREN TO PLAY FROM ELEVEN O'CLOCK A.M. TO THREE O'CLOCK P.M. HOW MANY HOURS IS THE GYM OPEN FOR CHILDREN TO PLAY?]

4 hours

5 hours

8 hours

9 hours

A

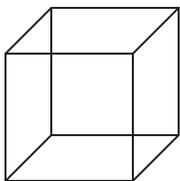
B

C

D

CSM10090

78 [HOW MANY FACES DOES A CUBE HAVE?]



4

5

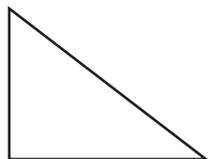
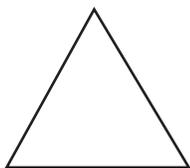
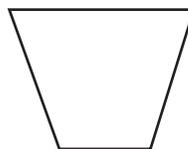
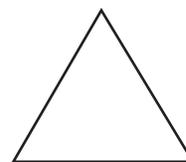
6

8

A**B****C****D**

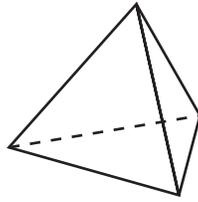
CSM00996

79 [LOOK AT THE PAIRS OF SHAPES. WHICH IS A PAIR OF RECTANGLES?]

**A****B****C****D**

CSM01495

80 [LOOK AT THE PYRAMID. WHAT SHAPE ARE THE FACES IN THIS PYRAMID?]



triangle

square

rectangle

kite

A

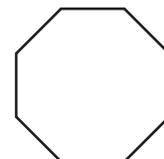
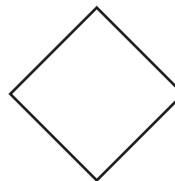
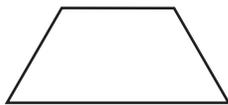
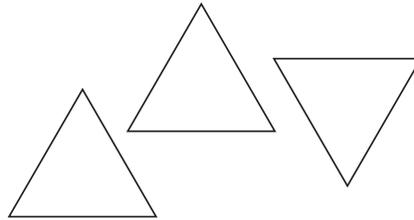
B

C

D

CSM10036

81 [LOOK AT THE THREE TRIANGLES. WHICH OF THE FOLLOWING SHAPES CAN BE MADE FROM THE THREE TRIANGLES?]



A

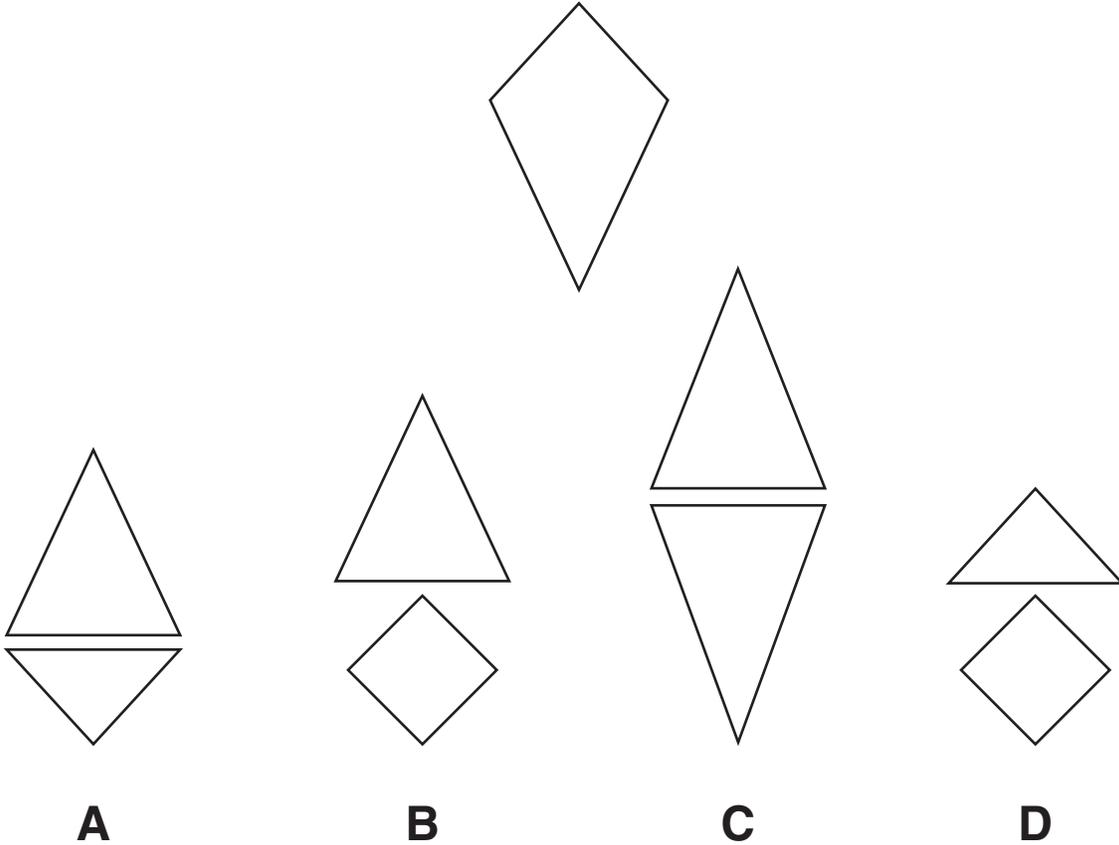
B

C

D

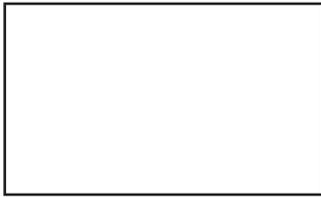
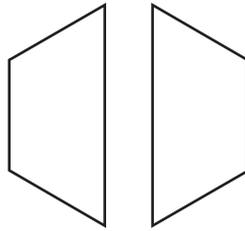
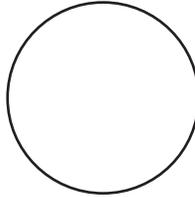
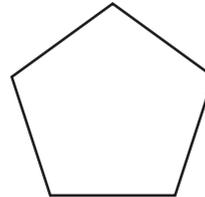
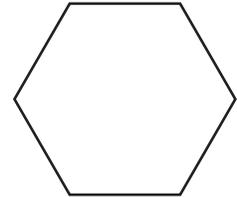
CSM10412

82 [WHAT TWO SHAPES CAN BE JOINED WITHOUT OVERLAP TO FORM THIS KITE?]

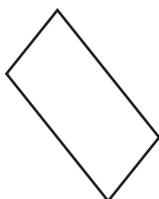


CSM20074

- 83 [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**

84 [WHICH OF THE FOLLOWING SHAPES CAN BE MADE WITH THESE TWO SQUARES BY TAPING THE EDGES WITHOUT ANY OVERLAP?]



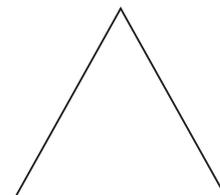
A



B



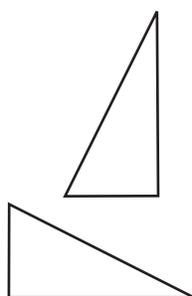
C



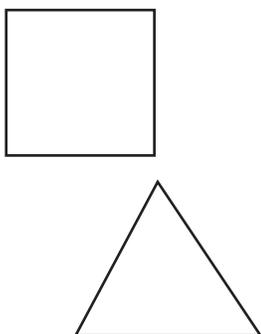
D

CSM20070

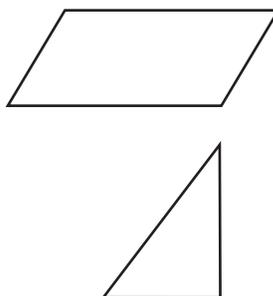
85 [WHICH TWO SHAPES CAN BE PUT TOGETHER SIDE BY SIDE TO MAKE A RECTANGLE?]



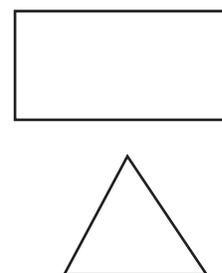
A



B



C



D

CSM10388

2

Math

Released Test Questions

86

[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?]



Fun Fair	
Face Painting	
Relay Race	
Ring Toss	

A

Fun Fair	
Face Painting	
Relay Race	
Ring Toss	

C

Fun Fair	
Face Painting	
Relay Race	
Ring Toss	

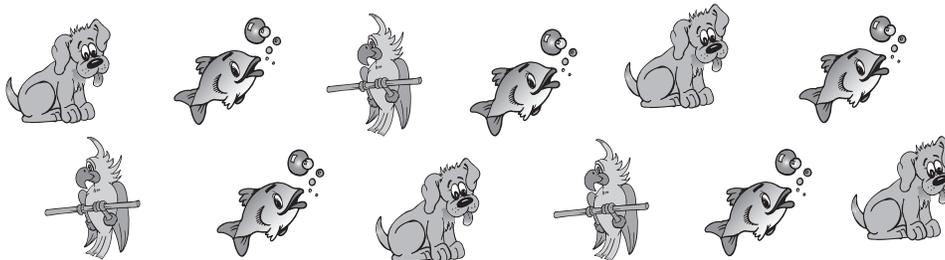
B

Fun Fair	
Face Painting	
Relay Race	
Ring Toss	

D

87 [WHICH TALLY CHART SHOWS THE CORRECT NUMBER OF PETS IN SAM'S PET SHOP?]

Sam's Pet Shop



Sam's Pet Shop	
	
	
	

A

Sam's Pet Shop	
	
	
	

C

Sam's Pet Shop	
	
	
	

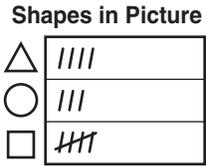
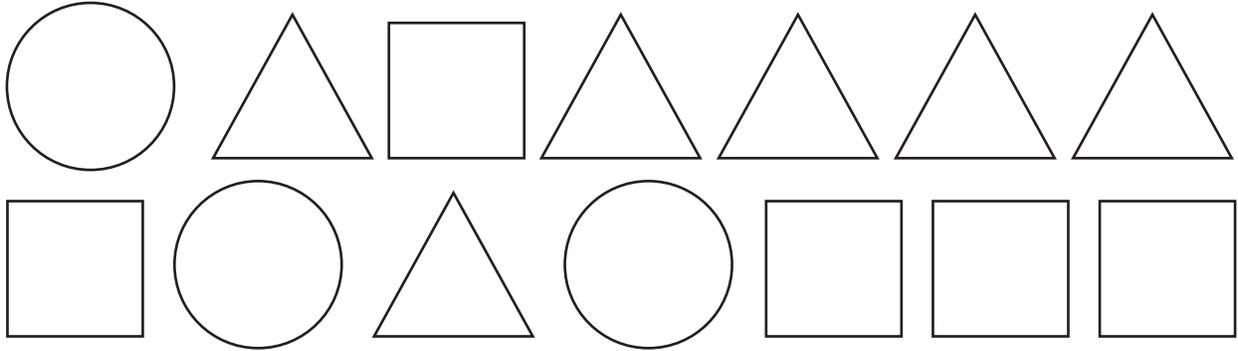
B

Sam's Pet Shop	
	
	
	

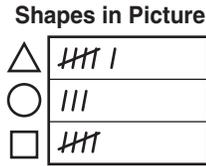
D

CSM20117

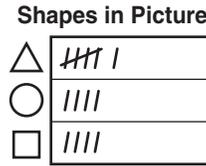
88 [WHICH TALLY CHART SHOWS THE CORRECT NUMBER OF EACH OF THE SHAPES IN THE PICTURE?]



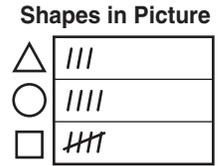
A



B



C



D

CSN00069

89

[MR. GRANT'S CLASS MADE A CHART SHOWING THE NUMBER OF BOOKS HE READ OUT LOUD EACH MONTH. WHICH OF THE FOLLOWING PICTURE GRAPHS SHOWS THE READING RESULTS?]

Books Read	
January	
February	
March	

Books Read	
January	
February	
March	

Each = 10 books

A

Books Read	
January	
February	
March	

Each = 10 books

C

Books Read	
January	
February	
March	

Each = 10 books

B

Books Read	
January	
February	
March	

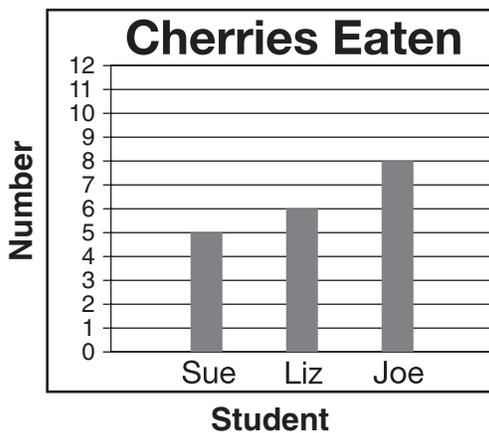
Each = 10 books

D

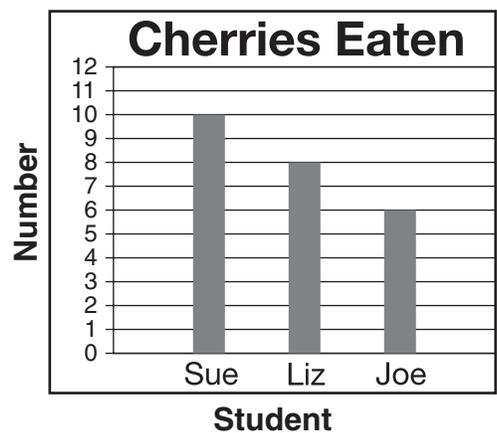
90

[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?]

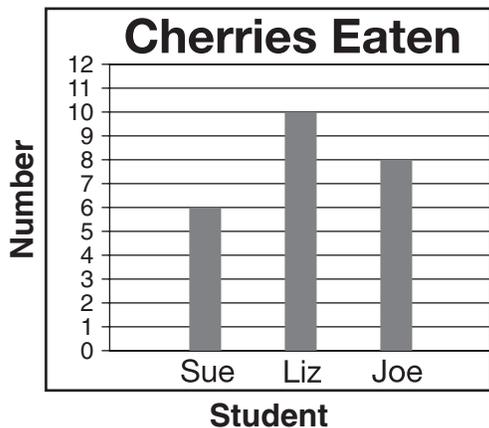
Cherries Eaten	
Sue	
Liz	
Joe	



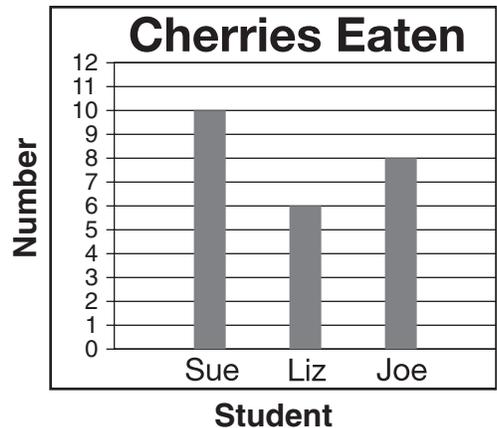
A



C

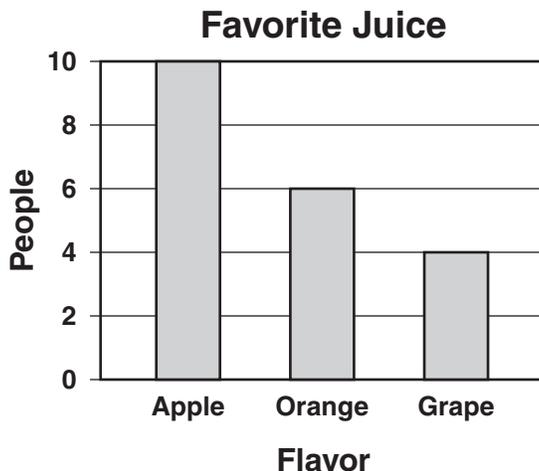


B



D

91 [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	
Orange	
Grape	

A

Favorite Juice	
Apple	
Orange	
Grape	

C

Favorite Juice	
Apple	
Orange	
Grape	

B

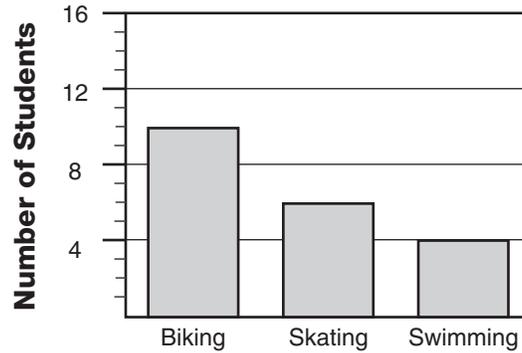
Favorite Juice	
Apple	
Orange	
Grape	

D

CSM20449

92 [LOOK AT THE GRAPH. IT TELLS ABOUT THE FAVORITE OUTSIDE ACTIVITY FOR TWENTY STUDENTS. WHICH TALLY CHART SHOWS THE SAME INFORMATION AS THE BAR GRAPH?]

Favorite Outside Activity



Outside Activity

Biking	
Skating	
Swimming	

A

Outside Activity

Biking	
Skating	
Swimming	

C

Outside Activity

Biking	
Skating	
Swimming	

B

Outside Activity

Biking	
Skating	
Swimming	

D

- 93 [WHAT IS THE DIFFERENCE BETWEEN THE LARGEST HEIGHT AND THE SMALLEST HEIGHT?]

Student Heights	
Student	Height (in inches)
Sara	44
James	42
Su Lin	49
Randy	46
Cara	50

8 inches

A

12 inches

B

42 inches

C

50 inches

D

CSN00003

94

[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°

12°

20°

63°

68°

A

B

C

D

CSM20249

- 95** [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

6

5

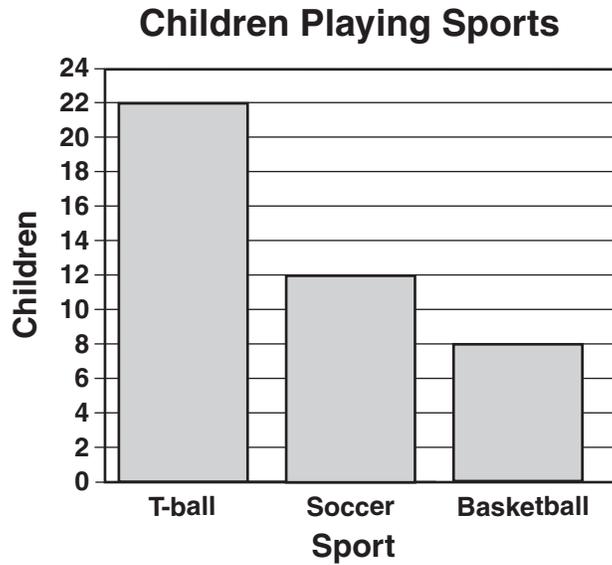
4

2

A**B****C****D**

CSN00228

96 [HOW MANY MORE CHILDREN PLAY T-BALL THAN BASKETBALL?]



- 8
A
- 12
B
- 14
C
- 22
D

CSM20125

Released Test Questions

Math

2

Question Number	Correct Answer	Standard	Year of Release
1	A	2NS1.1	2004
2	C	2NS1.1	2005
3	B	2NS1.1	2006
4	D	2NS1.1	2007
5	D	2NS1.1	2008
6	B	2NS1.2	2004
7	D	2NS1.2	2005
8	D	2NS1.2	2008
9	A	2NS1.3	2003
10	C	2NS1.3	2004
11	A	2NS1.3	2005
12	A	2NS1.3	2006
13	A	2NS1.3	2007
14	D	2NS1.3	2007
15	C	2NS2.1	2003
16	B	2NS2.1	2004
17	D	2NS2.1	2007
18	C	2NS2.1	2008
19	D	2NS2.2	2003
20	D	2NS2.2	2004
21	B	2NS2.2	2005
22	D	2NS2.2	2006
23	B	2NS2.2	2008
24	C	2NS3.1	2004
25	B	2NS3.1	2005
26	C	2NS3.1	2007
27	C	2NS3.2	2003
28	A	2NS3.2	2005
29	B	2NS3.2	2006
30	D	2NS3.2	2008
31	D	2NS3.3	2003
32	B	2NS3.3	2004
33	C	2NS3.3	2006
34	A	2NS3.3	2007
35	A	2NS4.1	2003

Question Number	Correct Answer	Standard	Year of Release
36	<i>B</i>	2NS4.1	2004
37	<i>A</i>	2NS4.1	2005
38	<i>C</i>	2NS4.1	2008
39	<i>B</i>	2NS4.2	2003
40	<i>C</i>	2NS4.2	2005
41	<i>C</i>	2NS4.2	2008
42	<i>D</i>	2NS4.3	2003
43	<i>B</i>	2NS4.3	2005
44	<i>D</i>	2NS4.3	2007
45	<i>C</i>	2NS4.3	2008
46	<i>A</i>	2NS5.1	2003
47	<i>B</i>	2NS5.1	2004
48	<i>B</i>	2NS5.1	2006
49	<i>B</i>	2NS5.1	2007
50	<i>A</i>	2NS5.1	2008
51	<i>D</i>	2NS5.2	2003
52	<i>A</i>	2NS5.2	2005
53	<i>A</i>	2NS5.2	2006
54	<i>A</i>	2NS5.2	2007
55	<i>D</i>	2NS6.1	2004
56	<i>B</i>	2AF1.1	2003
57	<i>B</i>	2AF1.1	2004
58	<i>D</i>	2AF1.1	2005
59	<i>A</i>	2AF1.1	2007
60	<i>C</i>	2AF1.1	2008
61	<i>A</i>	2AF1.2	2003
62	<i>D</i>	2AF1.2	2005
63	<i>C</i>	2AF1.3	2004
64	<i>C</i>	2AF1.3	2008
65	<i>B</i>	2MG1.1	2006
66	<i>B</i>	2MG1.1	2008
67	<i>A</i>	2MG1.2	2004
68	<i>B</i>	2MG1.3	2004
69	<i>B</i>	2MG1.3	2006
70	<i>C</i>	2MG1.3	2006

Question Number	Correct Answer	Standard	Year of Release
71	<i>B</i>	2MG1.3	2007
72	<i>C</i>	2MG1.3	2007
73	<i>B</i>	2MG1.3	2008
74	<i>B</i>	2MG1.4	2003
75	<i>D</i>	2MG1.4	2005
76	<i>C</i>	2MG1.5	2005
77	<i>A</i>	2MG1.5	2008
78	<i>C</i>	2MG2.1	2003
79	<i>B</i>	2MG2.1	2003
80	<i>A</i>	2MG2.1	2006
81	<i>A</i>	2MG2.2	2004
82	<i>A</i>	2MG2.2	2006
83	<i>D</i>	2MG2.2	2006
84	<i>B</i>	2MG2.2	2007
85	<i>A</i>	2MG2.2	2007
86	<i>D</i>	2PS1.1	2005
87	<i>D</i>	2PS1.1	2006
88	<i>B</i>	2PS1.1	2007
89	<i>D</i>	2PS1.1	2008
90	<i>D</i>	2PS1.2	2003
91	<i>D</i>	2PS1.2	2006
92	<i>A</i>	2PS1.2	2008
93	<i>A</i>	2PS1.3	2005
94	<i>A</i>	2PS1.3	2006
95	<i>A</i>	2PS1.4	2004
96	<i>C</i>	2PS1.4	2007