Quarterly Test I

Modules 7–9

FOR THE STUDENT

Print your name in CAPITAL letters.

Print today's date here: Month Day Year

Instructions

1. Some questions have bubbles (◯). Color **one** bubble to show your answer.
2. Ask if you need help to read a question.

FOR THE TEACHER

1. Students may need help to read and interpret each question.
2. Use the table below to record the results.

CONTENT STANDARD	LEARNING TARGET	QUESTION
2.OA.4	Represent multiplication as repeated addition	2.
	Represent multiplication (array model) using pictures and number sentences	1. 3.
>2.NBT.1a	Compose and decompose tens in two-digit numbers	5.
2.NBT.5	Use a strategy (count-back or count-on) to subtract one-digit and two-digit numbers from two-digit totals (with bridging)	6. 8.
2.NBT.6	Add up to four one- and two-digit numbers within 100 using the associative property of addition	9.
2.NBT.9	Relate addition and subtraction	7.
2.MD.5	Solve word problems involving length (addition within 100)	10.
2.MD.8	Identify combinations of dollar bills and coins that match a given price	4.
2.G.3	Identify halves, thirds, and fourths	11.
	Recognize that the same fraction can look different in different wholes	12.

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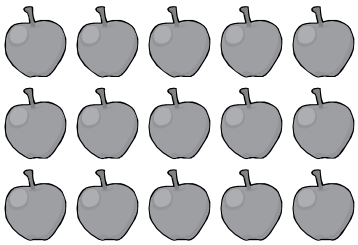
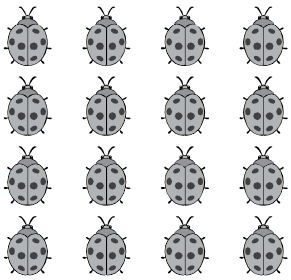
1. Color the ⬭ beside the description that matches.

- ⬭ 5 rows of 3 apples
- ⬭ 2 rows of 5 apples
- ⬬ 3 rows of 5 apples



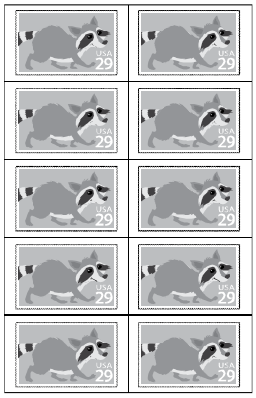
2. Color the ⬭ beside the sentence you could use to figure out the total number of bugs.

- ⬭ 4 + 4 + 4 + 4 + 4 = 20
- ⬭ 4 + 4 + 4 = 12
- ⬬ 4 + 4 + 4 + 4 = 16



3. This picture shows 5 rows of 2 stamps. Color the ⬭ to show what it would look like if it was turned on its side.

- ⬬ 2 rows of 5 stamps
- ⬭ 6 rows of 2 stamps
- ⬭ 10 rows of 1 stamp



4. Write the total value of the coins.

1 dollar and 12 cents

QI-3 2.OA.4 Q4 2.MD.8

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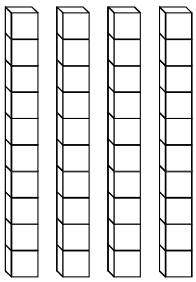
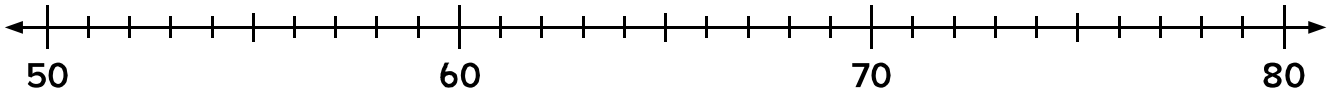
5. Ella split these blocks into two groups so that one group showed 17.
Color the ⬭ beside the value of the other group.

- ⬭ 43
- ⬬ 23
- ⬭ 50



6. Jackson used a count-back strategy to figure out 73 − 14.



Color the ⬭ beside the jumps he could have made.
Use the number line to help your thinking.

- ⬭ Start at 73. Take 3. Then take 10.
- ⬬ Start at 73. Take 10. Then take 4.
- ⬭ Start at 73. Take 1. Then take 4.

7. Color the ⬭ beside the related subtraction fact.

- ⬭ 48 − 20 = 28
- ⬭ 68 − 20 = 58
- ⬬ 68 − 48 = 20

48 + 20 = 68

Q5 >2.NBT.1 Q6 2.NBT.5 Q7 2.NBT.9

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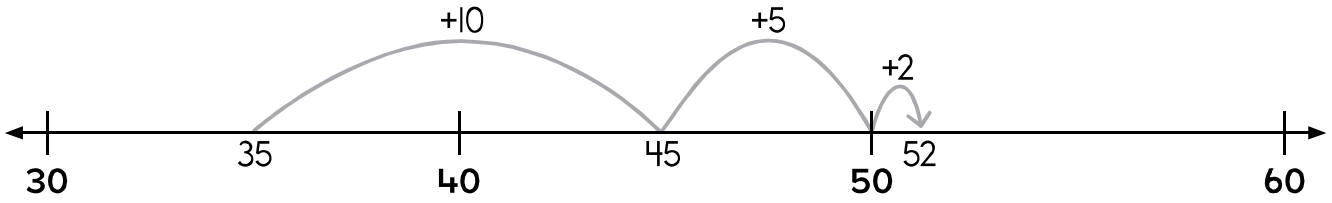
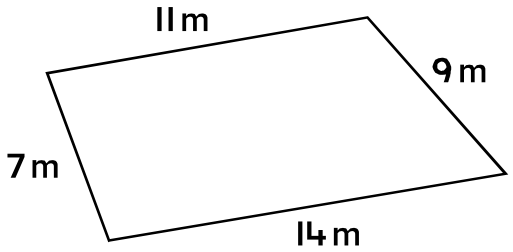
8. Mia used a number line to figure out 52 − 35.
Color the ⬭ beside her strategy and her answer.



- ⬬ Mia used a count-on strategy. The answer is 17.
- ⬭ Mia used a count-on strategy. The answer is 52.
- ⬭ Mia used a count-back strategy. The answer is 35.

9. Write the total length of all sides.

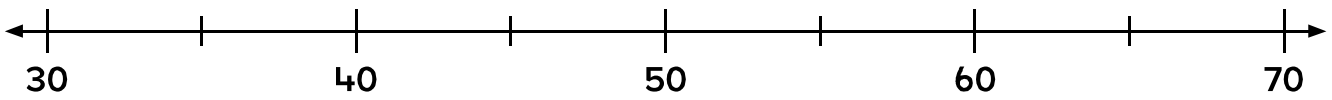
9 + 11 + 14 + 7 = 41 m



10. Read the problem. Then write the answer. Use the number line to help your thinking.

A piece of string is 62 cm long. Michael cuts off 35 cm.
What is the length of the string that is left?

27 cm



Q8 2.NBT.5 Q9 2.NBT.6 Q10 2.MD.5

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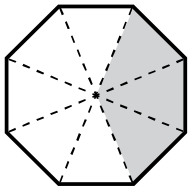
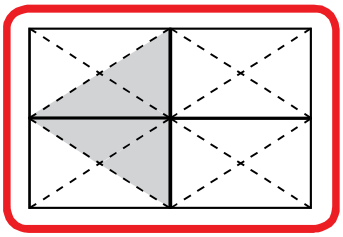
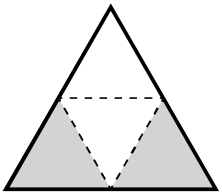
11. Loop the picture that shows one-fourth shaded.







12. Kyla has 16 marbles. One-half are blue.
Ryan has 20 marbles. One-half are blue.

Color the ⬭ beside the true statement.

⬭ Kyla and Ryan have the same number of blue marbles.

⬬ Kyla and Ryan have the same fraction of blue marbles.

⬭ Kyla has more blue marbles than Ryan.