

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, and 2006. 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	15
Number Sense – Multiplication, Division, and Fractions	23	22
Algebra and Functions	6	6
Measurement and Geometry	14	14
Statistics, Data Analysis, and Probability	7	7
TOTAL	65	64

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 15 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 22 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).
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* 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 six 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 14 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 seven 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*)

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

4408

A

448

B

400408

C

4048

D

CSM00361

5 [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

6 [WHICH NUMBER SENTENCE IS TRUE?]

 $359 < 375$

A

 $359 > 375$

B

 $359 < 359$

C

 $359 > 359$

D

CSM01005

7 [WHICH NUMBER GOES IN THE BOX?]

$$386 < \square < 521$$

297

A

334

B

410

C

528

D

CSM10265

8 [WHICH SIGN MAKES THE NUMBER SENTENCE TRUE?]

$$22 + 10 \square 32$$

=

A

+

B

>

C

<

D

CSM10665

9 [WHICH NUMBER GOES IN THE BOX?]

$$91 > \square$$

90

A

92

B

93

C

94

D

CSM10484

- 10** [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

- 11** [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

- 12** [WHAT IS THE SOLUTION TO THIS PROBLEM?]

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

431

A

421

B

417

C

407

D

CSM02158

13

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

50

A

140

B

144

C

150

D

CSM10540

14

[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

15

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

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

158

A

262

B

271

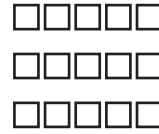
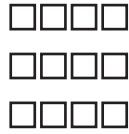
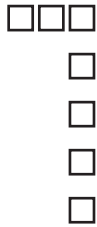
C

272

D

16 [WHICH DRAWING SHOWS THREE TIMES FIVE?]

3×5



A

B

C

D

CSM00956

17 [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

10 pages

11 pages

12 pages

A

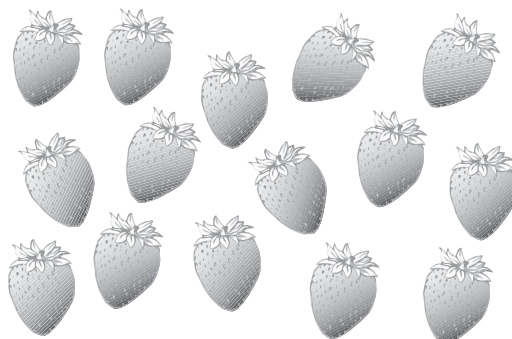
B

C

D

CSM10419

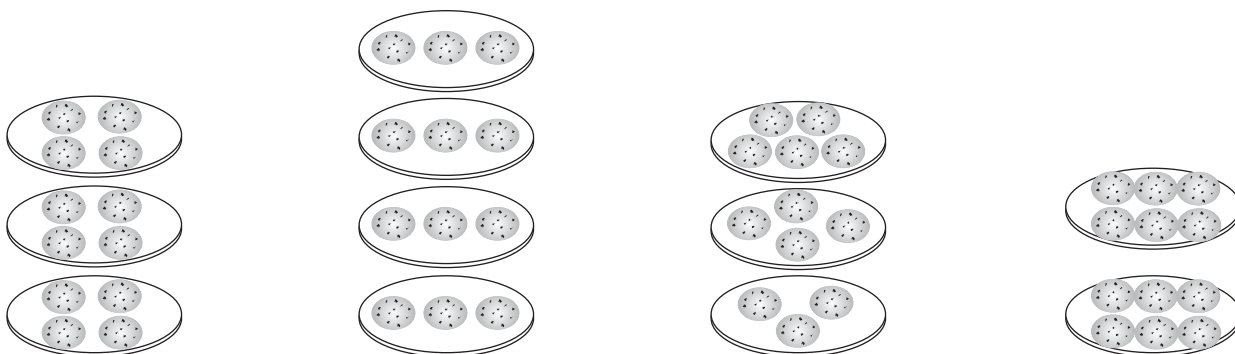
18 [KAYLA HAS THESE STRAWBERRIES. SHE WILL GIVE FOUR STRAWBERRIES TO EACH OF HER THREE FRIENDS. HOW MANY STRAWBERRIES WILL BE LEFT FOR KAYLA?]



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

CSM02110

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

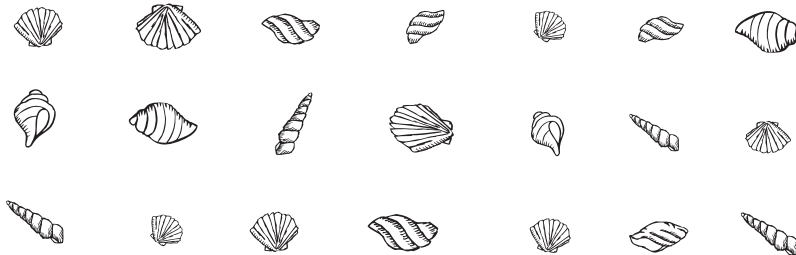


- A**
- B**
- C**
- D**

CSM20094

20 [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

21 [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



11

14

16

18

2



A

B

C

D

CSM02108

Released Test Questions

Math

2

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

10



4 legs

14

A

40

B

50

C

104

D

CSM00037

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

11

A

25

B

30

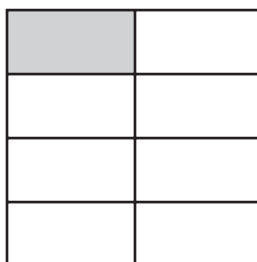
C

35

D

CSM10076

- 24** [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

25 [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

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



A



C



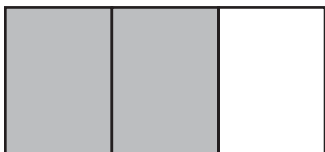
B



D

CSM10017

27 [WHAT FRACTION OF THIS SHAPE IS SHADED?]



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

A

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

B

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

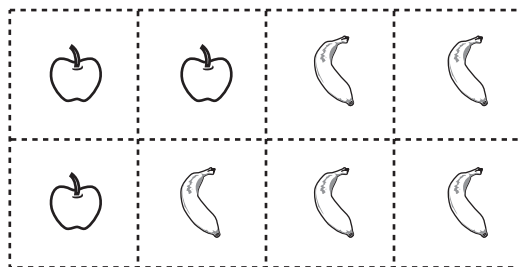
C

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

D

CSM01446

28 [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

29 [WHICH FRACTION IS EQUAL TO ONE WHOLE?]

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

A

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

B

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

C

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

D

CSM01018

30 [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

2

Math

Released Test Questions

31 [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

32 [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

33 [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

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



\$2.15

A

\$2.20

B

\$2.25

C

\$2.30

D

CSM02097

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

45¢

\$0.45

A

\$4.05

B

\$4.50

C

\$45

D

CSM20427

36 [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

37 [ABOUT HOW LONG IS A DOLLAR BILL?]

1 foot

A

1 inch

B

6 feet

C

6 inches

D

CSM10490

38 [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

39 [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

40 [LOOK AT THE ADDITION PROBLEM IN THE BOX. WHICH OTHER PROBLEM HAS THE SAME ANSWER?]

$$4 + 2 + 6 = 12$$

$6 + 4 + 3 = \square$

$4 + 12 + 6 = \square$

A

C

$12 + 6 + 2 = \square$

$2 + 4 + 6 = \square$

B

D

- 41** [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

- 42** [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

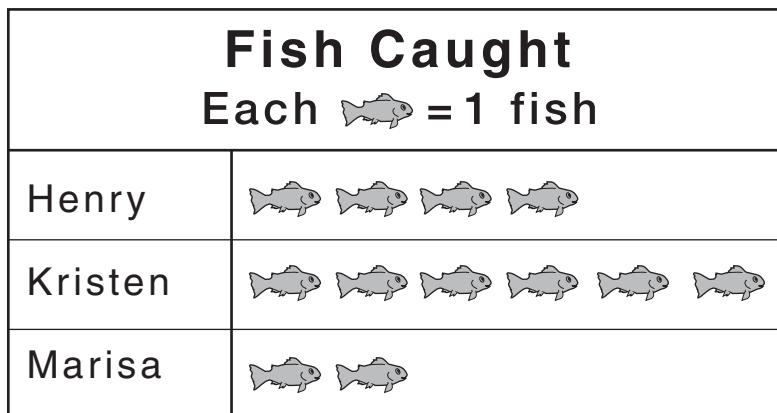
$$503 - 450 =$$

D

CSM10084

43

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



4

6

10

12

A

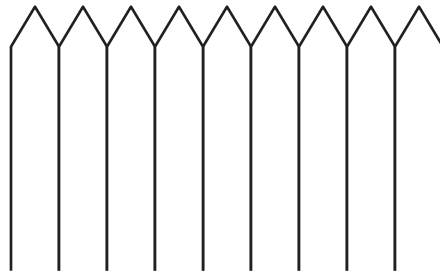
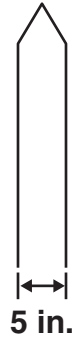
B

C

D

CSM02090

44 [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

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



4
A

8
B

10
C

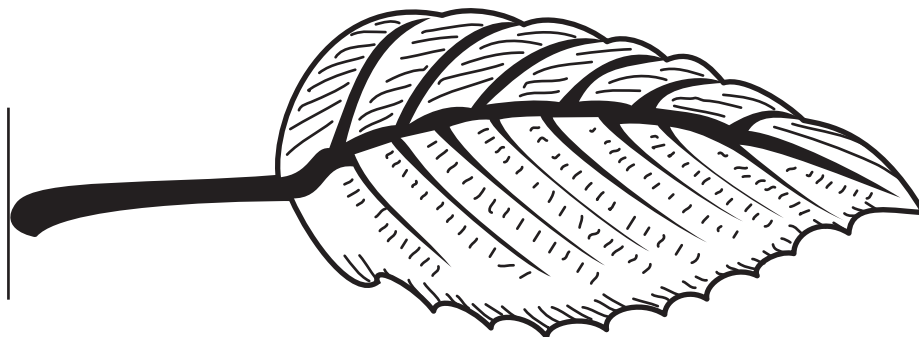
12
D

Released Test Questions

Math

2

- 46** [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

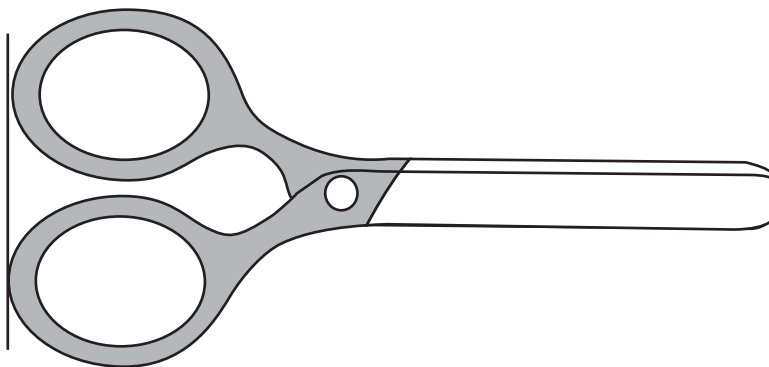
B

C

D

CSM10032

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



2

4

6

10

A

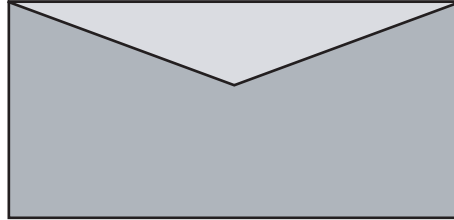
B

C

D

CSM20032

48 [HOW MANY CENTIMETERS LONG IS THE ENVELOPE?]



2

3

6

7

A

B

C

D

CSM20281

49 [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

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

12

24

52

60

A

B

C

D

CSM20006

Released Test Questions

Math

2

- 51** [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.

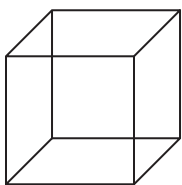
2:00 p.m.

3:00 p.m.

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

CSM20060

- 52** [HOW MANY FACES DOES A CUBE HAVE?]



4

5

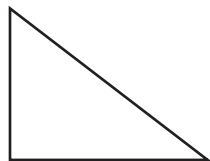
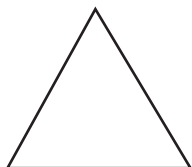
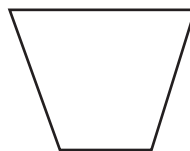
6

8

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

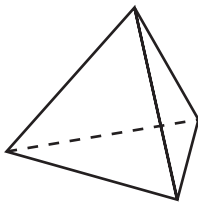
CSM00996

- 53** [LOOK AT THE PAIRS OF SHAPES. WHICH IS A PAIR OF RECTANGLES?]

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

CSM01495

- 54** [LOOK AT THE PYRAMID. WHAT SHAPE ARE THE FACES IN THIS PYRAMID?]



triangle

A

square

B

rectangle

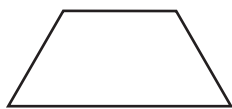
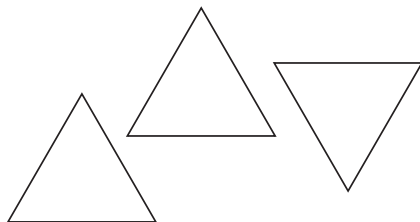
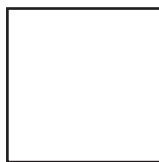
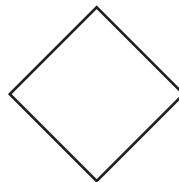
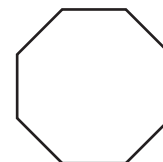
C

kite

D

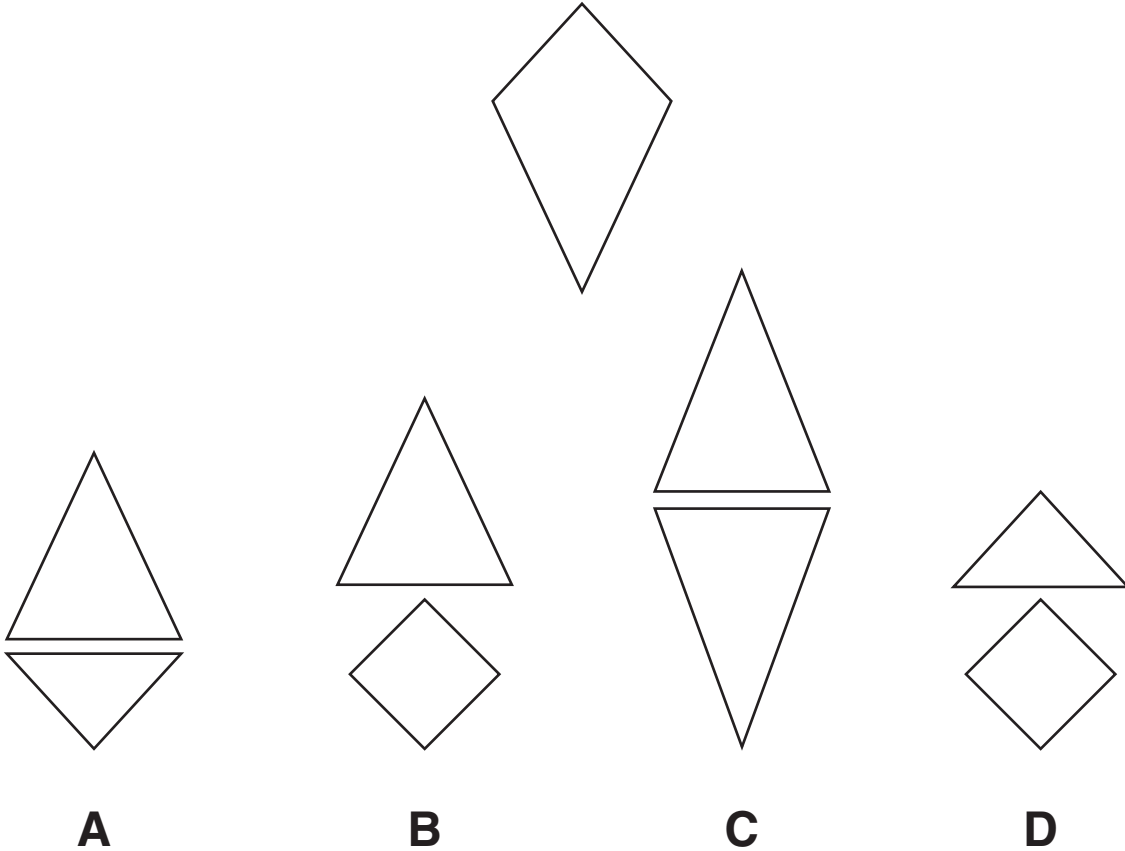
CSM10036

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

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

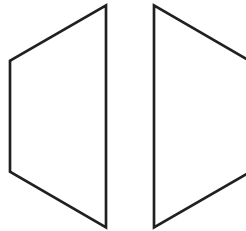
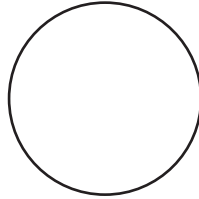
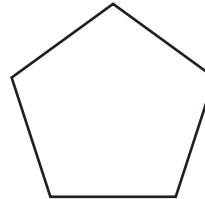
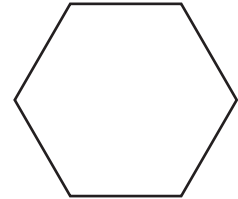
CSM10412

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



CSM20074

- 57** [THESE TWO SHAPES CAN BE PUT TOGETHER SIDE BY SIDE TO MAKE A NEW SHAPE. WHICH PICTURE SHOWS THIS NEW SHAPE?]

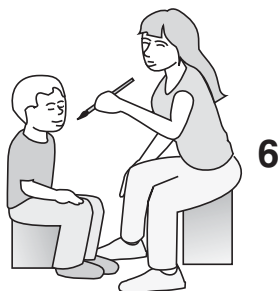
**A****B****C****D**

Released Test Questions

Math

2

58 [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	

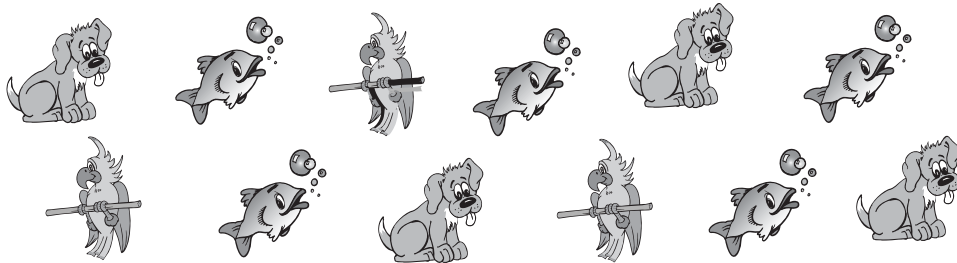
B




Fun Fair	
Face Painting	
Relay Race	
Ring Toss	

D




59 [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

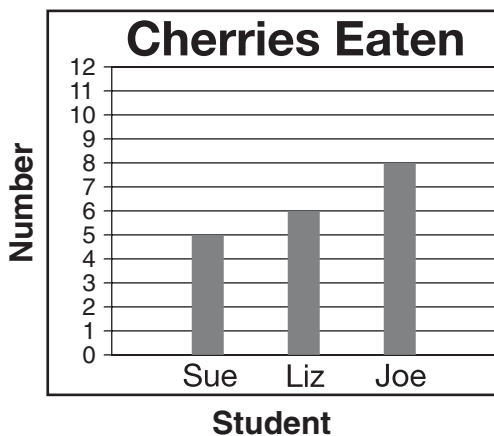
Sam's Pet Shop	
	
	
	

D

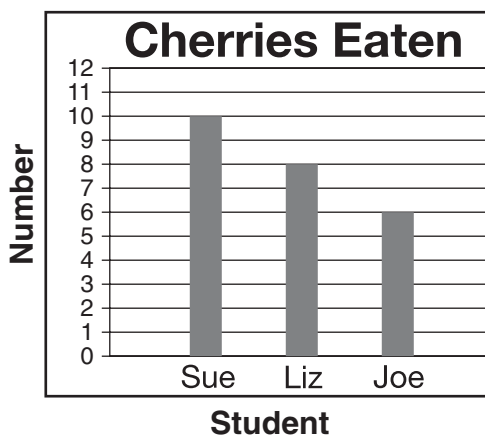
60

[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?]

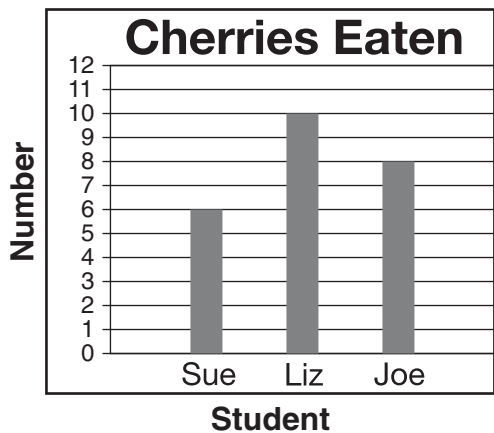
Cherries Eaten	
Sue	
Liz	
Joe	



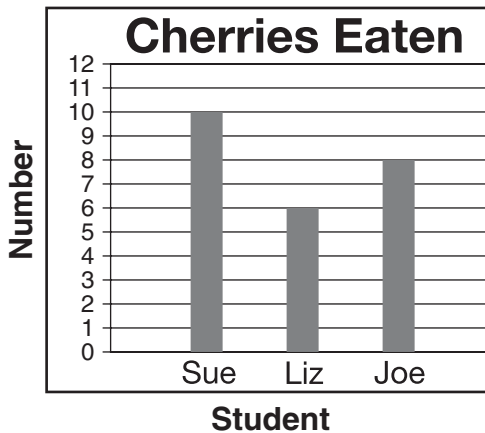
A



C

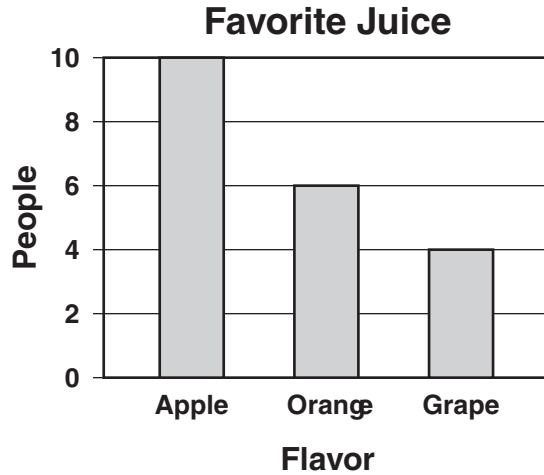


B



D

61 [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

- 62** [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

63

[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

64

[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

Question Number	Correct Answer	Standard	Year of Test
1	A	2NS1.1	2004
2	C	2NS1.1	2005
3	B	2NS1.1	2006
4	B	2NS1.2	2004
5	D	2NS1.2	2005
6	A	2NS1.3	2003
7	C	2NS1.3	2004
8	A	2NS1.3	2005
9	A	2NS1.3	2006
10	C	2NS2.1	2003
11	B	2NS2.1	2004
12	D	2NS2.2	2003
13	D	2NS2.2	2004
14	B	2NS2.2	2005
15	D	2NS2.2	2006
16	C	2NS3.1	2004
17	B	2NS3.1	2005
18	C	2NS3.2	2003
19	A	2NS3.2	2005
20	B	2NS3.2	2006
21	D	2NS3.3	2003
22	B	2NS3.3	2004
23	C	2NS3.3	2006
24	A	2NS4.1	2003
25	B	2NS4.1	2004
26	A	2NS4.1	2005
27	B	2NS4.2	2003
28	C	2NS4.2	2005
29	D	2NS4.3	2003
30	B	2NS4.3	2005
31	A	2NS5.1	2003
32	B	2NS5.1	2004
33	B	2NS5.1	2006
34	D	2NS5.2	2003
35	A	2NS5.2	2005
36	A	2NS5.2	2006
37	D	2NS6.1	2004
38	B	2AF1.1	2003
39	B	2AF1.1	2004
40	D	2AF1.1	2005
41	A	2AF1.2	2003
42	D	2AF1.2	2005
43	C	2AF1.3	2004

Released Test Questions

Math

2

Question Number	Correct Answer	Standard	Year of Test
44	<i>B</i>	2MG1.1	2006
45	<i>A</i>	2MG1.2	2004
46	<i>B</i>	2MG1.3	2004
47	<i>B</i>	2MG1.3	2006
48	<i>C</i>	2MG1.3	2006
49	<i>B</i>	2MG1.4	2003
50	<i>D</i>	2MG1.4	2005
51	<i>C</i>	2MG1.5	2005
52	<i>C</i>	2MG2.1	2003
53	<i>B</i>	2MG2.1	2003
54	<i>A</i>	2MG2.1	2006
55	<i>A</i>	2MG2.2	2004
56	<i>A</i>	2MG2.2	2006
57	<i>D</i>	2MG2.2	2006
58	<i>D</i>	2PS1.1	2005
59	<i>D</i>	2PS1.1	2006
60	<i>D</i>	2PS1.2	2003
61	<i>D</i>	2PS1.2	2006
62	<i>A</i>	2PS1.3	2005
63	<i>A</i>	2PS1.3	2006
64	<i>A</i>	2PS1.4	2004