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## Count to 1,000 by 10s

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81	24	23	97	43	25
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28	95	34	22	55	62
66	20	48	83	31	58







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B	24	28	14	
	<u>+36</u>	<u>+37</u>	<u>+23</u>	
	78 <u>+95</u>	98 <u>+62</u>	55 <u>+43</u>	
	83 <u>+93</u>	19 <u>+89</u>	33 <u>+49</u>	
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Name	= ;;			
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	<u>+328</u>	<u>+966</u>	<u>+236</u>	
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	<u>+853</u>	<u>+642</u>	<u>+388</u>	
r F	492	600	893	ť
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10 Less	The number is	10 More
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100 More	& 100 Less	
100 Less	The number is	100 More
	362	
	927	
	210	
	407	
	800	
	555	
	749	



Name: \_

<u>Directions</u>: Choose eight items from the room and measure their length in inches using a ruler, yardstick or tape measure.

Item Measured:	Length in Inches:
	[
	L
	1

Name: \_

## Hands-On Measurement

<u>Directions</u>: Choose eight items from the room and measure their length in centimeters using a ruler or a meter stick.

Item Measured:	Length in Centimeters:	
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E	Name:	
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Н	About How Long Estimating Measurements	
g	Directions: Estimate the length of each $1 > 1 = 1$ line. Then use a ruler to measure.	
	Estimate: about inches Measure: about inches	
	Estimate: about inches Measure: about inches	
	Estimate: about inches Measure: about inches	
E		

## About How Long? Estimating Measurements

Directions: Estimate the length of each line. Then use a ruler to measure.

Estimate: about \_\_\_\_\_ centimeters Measure: about \_\_\_\_\_ centimeters

Estimate: about \_\_\_\_\_ centimeters Measure: about \_\_\_\_\_ centimeters

Estimate: about \_\_\_\_\_ centimeters Measure: about \_\_\_\_\_ centimeters







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Ē	Name:	Name: Bar Graphs						ä
Д	Dur Orupins Directions: Use the table to make a bar araph					B		
Ð	Favorite	Summ	er Spot	]				Ц
Η̈́.	park		3		$\bigcirc$	$\mathcal{I}$		Д
В	beach		6		5			Ä
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8			park	beach	library	pool		۲ ۲
park beach library pool   Do more children enjoy the park or the beach most? Which spot is the least favorite? How many children were asked about their favorite spot? What are the top two favorite spots?								

rawing Shapes v	vith Sides & Angle
Draw a shape that has three angles and three sides.	
Draw a shape that has four angles and four sides.	
Draw a shape that has five angles and five sides.	

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Ц Ц	Add 2-Dig	jit Numbers		
B	24	28	14	
Ë	<u>+36</u> 60	<u>+37</u> 65	<u>+23</u> 37	
	78	98	55	
Ĩ	<u>+95</u> 173	<u>+62</u> 160	<u>+43</u> 98	
	83	19	33	
	<u>+93</u> 176	<u>+89</u> 108	<u>+49</u> 82	
		www.thecurriculumcorner.com		

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	<u>+328</u> 1,042	<u>+966</u> 1,211	<u>+236</u> 420	
	417 <u>+853</u> 894	509 <u>+642</u> 1,151	126 <u>+388</u> 514	
	492 <u>+579</u> 1,071	600 <u>+771</u> 1,371	893 <u>+955</u> 1,848	

	<sup>ame:</sup> Subtract 2-1	Digit Numbers		
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1	0 More & 10 L	
10 Less	The number is	IO More
216	226	236
599	609	619
485	495	505
853	863	873
771	781	791
901	qII	921
327	337	347

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100 Less	The number is	100 More
262	362	462
827	927	I,027
IIO	210	310
307	407	507
700	800	900
455	555	655
649	749	849

•;0; Name: \_\_\_\_\_ 000 Write the missing addends. 6 + \_\_\_\_\_3\_ = 9 6 + \_\_\_\_\_ = 6 \_8\_\_ + 5 = 13 5 + \_5\_ = 10 \_6\_\_ + 2 = 8 10 + \_5\_\_ = 15 1 + 4 = 5 7 + \_4\_\_ = 11 \_5\_\_+4=9 7 + \_9\_\_ = 16 \_\_\_\_3\_\_ + 1 = 4 6 + \_\_6\_ = 12 \_8\_\_\_+ 9 = 17 \_1\_+6=7 ©www.thecurriculumcorner.com

Name:	¤0=dΩ		
About How	Long?	Estimating Measurer	ments
Direc lin	tions: Es e. Then	stimate the length of e use a ruler to measure	each
	Estima	ite: about Measure: 2 inches	inches
	Estimo	ate: about Measure: 4 inches	inches
	Estimo	ate: about Measure: 3 inches	inches
	ᡝ᠊ᡢᡄ᠇		

Name: \_\_\_\_\_

## About How Long? Estimating Measurements

Directions: Estimate the length of each line. Then use a ruler to measure.

Estimate: about \_\_\_\_\_ centimeters Measure: about 5 centimeters

Estimate: about \_\_\_\_\_ centimeters Measure: about 10 centimeters

Estimate: about \_\_\_\_\_ centimeters Measure: about 8 centimeters


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Name: How Much Longer? Comparing Measurements	
Directions: Measure each line in centimeters.	
A Line A is 7 centimeters long.	
B. Line B is 12 centimeters long.	
Which line is longer? b How much longer is the line? 5cm	
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#### Section B

$(\mathbf{n})$	a	4
	b	452

12	Score	Rubric
	2	Student response includes each of the following 2 elements: Reasoning component: The student correctly identifies Anna's mistake. Modeling component: The student correctly makes the least number. Example: Anna should not place 2 in the ones place. She should place 2 in the hundreds place
		The least number is 257.
	1	Student response includes 1 of the 2 elements.
	0	Student response is incorrect or irrelevant.

13	Score	Rubric
	2	Student response includes each of the following 2 elements: Reasoning component: The student correctly explains why Amanda is correct. Modeling component: The student shows correct use of addition. Example: I group 13 with 87 and 15 with 85. So, 13 + 15 + 85 + 87 = 13 + 87 + 15 + 85 = 100 + 100 (doubles 100) = 200 13 + 15 + 85 + 87 = 200
	1	Student response includes 1 of the 2 elements.
	0	Student response is incorrect or irrelevant.

### **Cumulative Review 1**

Section A

- 1) C
- 2 в
- **3** B
- Ф с
- **5** D
- **6** D
- 7 c
- 8 C
- 9 D10 C

#### Section C

14	Score		Rubric	
	4	Studen the follo Compu Compu Modeli correct arrive o Modeli shows subtrace	t response includes e owing 4 elements: station component: A station component: B ng component: The s ly makes a systemat at the answer. ng component: The s correct use of addition ction.	each of = <b>250</b> = <b>361</b> student ic list to student on and
		Α	Add	Check
		200	200 + 200 = 400	×
		220	220 + 220 = 440	×
		240	240 + 240 = 480	×
		250	250 + 250 = 500	<ul> <li>✓</li> </ul>
		A = 25 B = 611	0 - 250 = 361	
	3	Studen 4 elem compu valid st	t response includes ( ents. Or, the student tation error, but prov rategy.	3 of the has a ides a
	2	Studen elemer	t response includes 2 nts.	2 of the 4
	1	Student response includes 1 of the 4 elements.		
	0	Studen irrelevo	t response is incorre	ct or

(9)	А
	А

```
10 A
```

#### Section B

I	Score	Rubric
	2	Student response includes each of the following 2 elements: Computation component: <b>19</b> Modeling component: The student shows correct use of addition with bar models. Example: $\frac{4 \text{ kg} 6 \text{ kg} 9 \text{ kg}}{2}$ $\frac{4 \text{ kg} 6 \text{ kg} 9 \text{ kg}}{2}$ $\frac{9 \text{ kg}}{2}$ 1000000000000000000000000000000000000
	1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
	0	Student response is incorrect or irrelevant.

## **Cumulative Review 2**

Section A

- 1 в
- **2** B
- 3 D
- Ф в

**5** A

**6** A

7 D

**8** D





13	Score	Rubric
	2	Student response includes each of the following 2 elements: Modeling component: The student shows correct use of subtraction. Reasoning component: The student correctly identifies Ignacio's mistake and corrects his sentence. Example: Mass of Box A = $8 - 2 = 6$ kg Mass of Box B = $9 - 1 = 8$ kg 8 - 6 = 2 Box B is 2 kilograms heavier than Box A.
	1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
	0	Student response is incorrect or irrelevant.

#### Section C



## **Cumulative Review 3**

#### **Section A**



#### Section B



**b** Alexa; Wyatt

12	Score	Rubric
	2	Student response includes each of the following 2 elements: Modeling component: The student shows correct use of multiplication. Reasoning component: The student correctly identifies that Axel will not be able to move the sacks all at one go. Example: $9 \times 4 = 36$ The 9 sacks of rice weigh 36 kilograms. 36 is greater than 35. Axel will be able / not be able to move these sacks all at one go.
	1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
	0	Student response is incorrect or irrelevant.

13	Score	Rubric
	2	Student response includes each of the following 2 elements: Modeling component: The student shows correct use of multiplication. Reasoning component: The student correctly identifies that Stella is not correct. Example: $40 \div 4 = 10$ Ang has 10 bags of potatoes. $45 \div 5 = 9$ Jess has 9 bags of potatoes. Stella is correct / incorrect.
	1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
	0	Student response is incorrect or irrelevant.

#### Section C

14	Score	Rubric
		Student response includes each of the following 4 elements: Computation component: <b>8</b> Computation component: <b>2</b> Modeling component: The student correctly makes a systematic list to arrive at the answer. Modeling component: The student shows correct use of multiplication and subtraction. Example:
	-	Correct questions Points Questions Points Total Points Check
		5 $5 \times 3 = 15$ 10 - 5 = 5 5 $15 - 5 = 10$ X
		7 $7 \times 3$ = 21         10 - 7 = 3         3 $21 - 3$ = 18         x
		$\begin{array}{ c c c c c c c c c c c c c c c c c c c$
		Jasmine gets 8 questions correct. She gets 2 questions wrong.
	3	Student response includes 3 of the 4 elements. Or, the student has a computation error, but provides a valid strategy.
	2	Student response includes 2 of the 4 elements.
	1	Student response includes 1 of the 4 elements.
	0	Student response is incorrect or irrelevant.



# **Cumulative Review 4**

#### **Section A**

- **1** A
- **2** C
- **3** C
- Щ в
- **(5)** A
- **6** C
- (**7**) D
- **8** D
- **9** A
- **(10)** B

#### Section B

$(\mathbf{n})$	Score	Rubric
		Student response includes each of the following 3 elements: Computation component: <b>pencils</b> , <b>paintbrush</b> or <b>markers</b> , <b>paintbrush</b> Computation component: <b>\$1.30</b> or <b>\$1.70</b>
	2	Answers vary. Example: 85c + 45c = 130c = \$1.30 He can buy pencils and a paintbrush. He will spend \$1.30.
		Note: Also accept: 125 = 125 c 125 c + 45 c = 170 c = 1.70 He can buy markers and a paintbrush He will spend \$1.70.
	1	Student response includes 1 of the 2 elements. Or, the student has a computation error, but provides a valid strategy.
	0	Student response is incorrect or irrelevant.

12	Score	Rubric	
	2	Student response includes each of the following 2 elements: Modeling component: The student shows correct partition of the square into fourths. Modeling component: The student shows another correct partition of the square into fourths. Example:	
	1	Student response includes 1 of the 2 elements.	
	0	Student response is incorrect or irrelevant.	

13	Score	Rubric		
	2	Student response includes each of the following 2 elements: Reasoning component: The student correctly identifies Luna's mistake. Modeling component: The student correctly draws the clock hands to show seven forty-five. Example: Luna mixed up the clock hands. The minute hand should be pointing at 9 and the hour hand pointing between 7 and 8.		
	1	Student response includes 1 of the 2 elements.		
	0	Student response is incorrect or irrelevant.		

#### Section C

14	Score	Rubric		
	4	Student response includes each of the following 4 elements: Computation component: <b>\$5</b> Modeling component: The student correctly finds out the total value of the bills. Modeling component: The student shows correct use of subtraction. Modeling component: The student shows correct use of division. Example: The total value of the bills is \$41. \$41 - \$16 = \$25 Mr. Taylor saves \$25 over 5 days. $$25 \div 5 = $5$ Mr. Taylor saves \$5 each day.		
	3	Student response includes 3 of the 4 elements. Or, the student has a computation error, but provides a valid strategy.		
	2Student response includes 2 delements.1Student response includes 1 delements.			
	0	Student response is incorrect or irrelevant.		





# Section A Multiple-Choice Questions

 $(10 \times 2 = 20 \text{ points})$ 

30

Suggested Time: **45 min** 

■ How many 
 are there?



- **A** 165
- **B** 515
- **C** 516
- **D** 561



- 2 What is the value of the digit 6 in 768?
  - **A** 6
  - **B** 60
  - **C** 66
  - **D** 600

### 3 Add.

What is the missing number?

285	+	120	=	
200		120		

	2	8	5		
+	1	2	0		
		?			
		50	5		
B	) เ	405			

- **C** 400
- **D** 305
- Which of the following does **not** make a number pattern with these numbers?



- **A** 395, 405
- **B** 405, 445
- **C** 420, 440
- **D** 420, 430



What is the missing number?







(19]

Which number has 2 hundreds 10 tens and 0 ones?

- **A** 21
- **B** 210
- **C** 300
- **D** 310
- 8 What are the values of A and of B?
  - $\begin{array}{r}
     3 \quad 5 \quad 8 \\
     + \quad 1 \quad A \quad 4 \\
     \hline
     B \quad 3 \quad 2
     \end{array}$
  - **A** = 2, B = 4
  - **B** A = 7, B = 4
  - **C** A = 7, B = 5
  - **D** A = 8, B = 5
- 9 Which of these shows 864 in expanded form?
  - **A** 400 + 60 + 8
  - **B** 600 + 80 + 4
  - **C** 800 + 40 + 6
  - **D** 800 + 60 + 4





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# **Section B** Short Answer Questions

- Subtract mentally. Write the answer in each blank.
  - **a** 13 9 = \_\_\_\_\_ **b** 462 10 = \_\_\_\_\_
- Anna is making a number with the least value with these three digits.



Why is Anna not correct?

Then, write the least number that Anna can make.

The least number is \_\_\_\_\_.

13 Amanda is solving the following problem:

13 + 15 + 85 + 87 = \_\_\_\_\_

She says that solving the problem above is the same as solving doubles 100. Explain why Amanda is correct. Then, solve 13 + 15 + 85 + 87.

Show your work and write your answer in the blank below.

13 + 15 + 85 + 87 = \_\_\_\_\_



# Section C Constructed Response

🕦 A and B each stands for a number.



Find the values of A and of B.

Show your work and write your answers in the space below.





# Section A Multiple-Choice Questions

There are 95 students at a book fair.
 34 of them are first graders.
 The rest are second graders.
 How many second graders are at the book fair?



 $(10 \times 2 = 20 \text{ points})$ 

# Lucy has 48 marbles.

Her brother gives her 34 marbles. How many marbles does she have in all?



David has 117 cards.
 Hannah has 226 more cards than David.
 How many cards does Hannah have?



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The length of the pencil is about 10 centimeters long. What is the length of the paintbrush?



- (A) centimeter tape
- **B**) foot ruler
- **C** inch ruler
- **D** meter stick





- A 25 inches
- **B** 26 inches
- C 35 inches
- **D** 99 inches
- Andre is a Grade 2 boy.
   He is about 4 \_\_\_\_\_ tall
   A centimeters
  - **B** meters
  - C inches
  - **D** feet

What is the mass of the cat?



- A 1 gram
- **B** 1 kilogram
- C 2 grams
- **D** 2 kilograms
- Peter places two more 1-gram weights to balance the ball. What is the mass of the ball?



- A 12 grams
- **B** 10 grams
- C 8 grams
- **D** 6 grams





# 10 Which of these is the heaviest?



- **C** pears
- **D** watermelon
#### **Section B** Short Answer Questions

There are three bags of flour.
Each of the bags has a mass of 4 kilograms, 6 kilograms, and 9 kilograms.
What is the total mass of the bags of flour?
Draw a bar model to help you solve the problem.

Show your work and write your answer in the blank below.

The total mass of the bags of flour is \_\_\_\_\_\_ kilograms.

Ms. Lopez has some cookies.
She bakes another 36 cookies.
Then, she gives 55 cookies to her friends.
She has 19 cookies left.
How many cookies does Ms. Lopez have at first?
Draw bar models to help you solve the problem.

Show your work and write your answer in the blank below.

Ms. Lopez has \_\_\_\_\_ cookies at first.

13 Look at the picture below.



Ignacio says that Box B is 1 kilogram heavier than Box A. What is Ignacio's mistake? Help Ignacio correct his sentence.

Show your work and write your answer in the blank below.

Box B is

#### Section C Constructed Response

Carter has a piece of blue rope and red rope.
The blue rope is 182 inches long.
He uses 25 inches of the blue rope.
In the end, the length of the blue rope is 28 inches shorter than his red rope.

- Which rope is longer at first? How much longer?
- What is the length of the red rope?

Show your work and write your answers in the space below.



# Assessment Guide Cumulative Review 3



## Section A Multiple-Choice Questions

The picture graph shows the favorite camping activities of 15 scouts.

Campfire		
Hiking	?	
Scavenger Hunt		
Swimming	?	
Key: Each , stands for 1 scout.		

#### **Our Favorite Camping Activities**

The same number of scouts like hiking or swimming. How many scouts like swimming?



 $(10 \times 2 = 20 \text{ points})$ 

**Cumulative Review 3** 

2 The bar graph shows the favorite subjects of some students.



#### Look at the picture.

Which number sentence matches the picture?





Mr. Lewis divides 30 students into groups of 10. How many groups are there in all?

8 Ms. Adams plants some flowers in 6 rows of 5. Which does **not** show the way to find the total number of flowers?

- **A** 6 × 5
- **B** 6+6+6+6+6+6
- **C** 5 + 5 + 5 + 5 + 5 + 5
- **D** 5 × 6
- Sook at the picture. Which number sentence about the picture is false?



74

(**D**) 2

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#### **Section B** Short Answer Questions



Ms. Jones counted the number of books some students read in a week.

She recorded the data in a tally chart.

Name of Student	Tally	Number
Alexa		4
Tyler		3
Lily	##	5
Wyatt		4

a Use the data in the tally chart to draw the bar graph.





b

12 There are 9 sacks of rice.

Each sack of rice weighs 4 kilograms. Axel wants to use a trolley to move these sacks. The trolley can only carry a total of 35 kilograms. Will Axel be able to move all these sacks all at one go?

Show your work. Then, circle the correct answer.

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13 Ang has 40 potatoes. He wants to group them into bags of 4. Jess has 45 potatoes.

She wants to group them into bags of 5.

Jess has more potatoes. So, she will have more bags than Ang.



Is Stella correct? Why do you think so?

Show your work in the space below. Then, circle the correct answer.

Stella is correct / incorrect

#### Section C Constructed Response

Jasmine scores 22 points in a quiz.
There are 10 questions in the quiz.
3 points are given for a correct answer.
1 point is deducted for a wrong answer.

- How many questions does Jasmine get correct?
- How many questions does she get wrong?

Show your work and write your answers in the space below.





### Section A Multiple-Choice Questions

 $(10 \times 2 = 20 \text{ points})$ 

The clock shows the time Kate goes to soccer practice in the afternoon.

What time does Kate go to soccer practice?



**A** 3:50 P.M.

- **B** 4:50 P.M.
- **C** 10:20 A.M.
- **D** 10:20 P.M.
- 2

Which activity would you most likely be doing at 10:00 P.M.?

- A riding a bike
- **B** playing with friends at school
- **C** sleeping
- **D** eating breakfast



Count the bill and coins. What is the amount of money?





- **A** \$1.35
- **B** \$1.53
- **C** \$5.53
- **D** \$5.70
- Ethan wants to buy a carton of juice for \$1.00. Which of these can he use to buy the carton of juice?



- **B** 10 dimes
- **C** 10 nickels
- **D** 90 pennies



Look at the coins.



Which of these shows the same amount of money?



- Which of the following does not describe a pentagon?
  - A pentagon has 5 sides.
  - **B** A pentagon can be cut into 5 equal triangles.
  - (C) A pentagon has no curved lines.
  - **D** A pentagon is a quadrilateral.
- 8 Which solid can you stack, slide, and roll?







#### 10 Which flat shape is divided into thirds?



- A circle
- rectangle B



square  $(\mathsf{D})$ 

#### Section B Short Answer Questions

Alan goes to the school store to get some supplies. He has \$1.75.



List two things he can buy and how much he will spend.

Show your work and write the answers in the blanks below.

He can buy	_ and
He will spend	

Sofia wants to draw lines to divide a square into fourths.
She wants to do so in four different ways.
Two of her ways are shown below:





Help Sofia think of the other two ways to divide a square into fourths.

Draw lines to show your work.

Then, color to show one fourth.







13 Luna shows the time seven forty-five.



What is Luna's mistake?

Draw the clock hands to show seven forty-five.



### Section C Constructed Response

Mr. Taylor has \$16 in his moneybox.
He decides to save an equal amount every day.
After the 5th day, Mr. Taylor takes out all his money and exchanged it for some bills.
The bills he gets are shown below:





How much does Mr. Taylor save each day?

Show your work and write your answer in the space below.