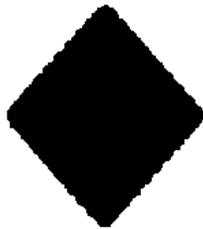


**MADISON METROPOLITAN
SCHOOL DISTRICT**



PRIMARY MATH ASSESSMENT

GRADE 2

TEACHER EDITION

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**Madison Metropolitan School District
PRIMARY MATH ASSESSMENTS**

What is the Primary Math Assessment (PMA)?

A *Primary Math Assessment* contains problems used to assess a student's progress in understanding mathematical concepts and in developing problem solving skills. Each item in the *PMA* is based on the district's grade level performance standards. The scoring for each item reflects the 4th quarter grading guide proficiency levels.

There is a *Primary Math Assessment* for grade level performance standards at Kindergarten & grades 1 and 2. Given over time, these assessments provide an opportunity to measure growth in math proficiencies for each individual student, each school, and the district.

Who Administers the PMA?

It is recommended that the teacher who has the primary responsibility for a student's math instruction administer the assessments. However, other staff members who co-teach in math class such as, bilingual resource teachers, special education teachers, Title I, and other support teachers, may administer assessments to individual students or small groups of students. The *PMA*'s primary purpose is to inform instruction, so the decision about who should assess should parallel the answer to the question; "who instructs?"

Each classroom teacher in Kindergarten, grades 1 and 2 has a *PMA* assessment kit appropriate to his/her grade level.

When Is The PMA Administered?

Fall assessment scores are required to be reported to the district's Planning/Research and Evaluation team. In addition to the fall assessment, schools may request to implement the *PMA* mid-year, as well as in the spring.

Which PMA Level Should Be Administered?

In the fall, a student should complete the *PMA* level appropriate to the grade level in which that student is enrolled. The scores on this assessment are reported to the Planning/Research and Evaluation team. However, a teacher may choose to do further assessment using any levels he or she believes necessary to learn about a student's progress. For instance, a teacher may want to administer all or parts of a *PMA* for the grade before or following the student's current grade level to obtain more information about an individual student or a group of students. The *PMA* is intended to inform the instructional decision making of the teacher.

Other than the required fall testing, which must include administration of the student's current grade level *PMA*, teachers may use their discretion to do further assessment at any time, using any *PMA* level that helps them know as much as possible about each student's math progress. If there are questions regarding next steps for an individual student, consult with your building's

instructional resource teacher.

Which Students Participate In The Assessment?

Every attempt to understand the mathematical instructional needs of all students should be made. Assessment of mathematical development is essential for all students including English Language Learners (ELL) and students with disabilities. General and special education classroom teachers, support teachers and staff, and building administrators should collaborate when identifying which students will participate in the assessments. Staff should identify:

1. which students should participate in the *PMA* without any accommodations,
2. which students should participate in the *PMA*, but with appropriate accommodations,
3. and which students should not participate in the *PMA* assessment.

If an Individualized Education Plan (IEP) exists for a student, decisions regarding participation in *PMA* assessments should be based on whatever is specified in the student's IEP.

English Language Learners (ELL) identified at Level 1, based on the district wide administration of a consistent language proficiency assessment, and in the country less than six months, should not participate in the *PMA* fall testing. ELL at Levels 2 through 6 should be assessed in the language of instruction.

The assessments can be administered individually, in small groups, or in large groups. Teachers can determine the order in which items are administered as well as allow as much time as necessary for students to finish. They can decide the number and length of the testing sessions to best meet the needs of their students. (All levels of the test are too long to administer in a single testing period).

District assessment policies follow DPI guidelines in regard to testing decisions. Please make professional judgments based on your knowledge of each student's math development. Collaborate with colleagues when making assessment and programming decisions. Participation in the *PMA*, as with all assessment activities in the district, is to be as inclusive as possible.

Test Administration General Directions

- 1. The test can be given individually, in small groups, or to the whole class.**
- 2. The test items can be given in any order.**
- 3. The length and number of testing sessions should be appropriate for your group. The test is too long for a single testing period.**
- 4. The teacher may read the items to the children as often as necessary.**
- 5. Individual digit reversals are not errors on all problems. Place value reversal is an error on all problems.**

Name _____ Date _____

1. Write the number twenty one. _____

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

2. Write the number three hundred seven. _____

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

3. Continue the counting. Write the numbers.

8 10 12 _____

3 (Proficient) for completely correct pattern or 1 (Emerging) for incorrect answer.

4. Continue the counting. Write the numbers.

27 37 47 _____

3 (Proficient) for completely correct pattern or 1 (Emerging) for incorrect answer.

5. Continue the counting. Write the numbers.

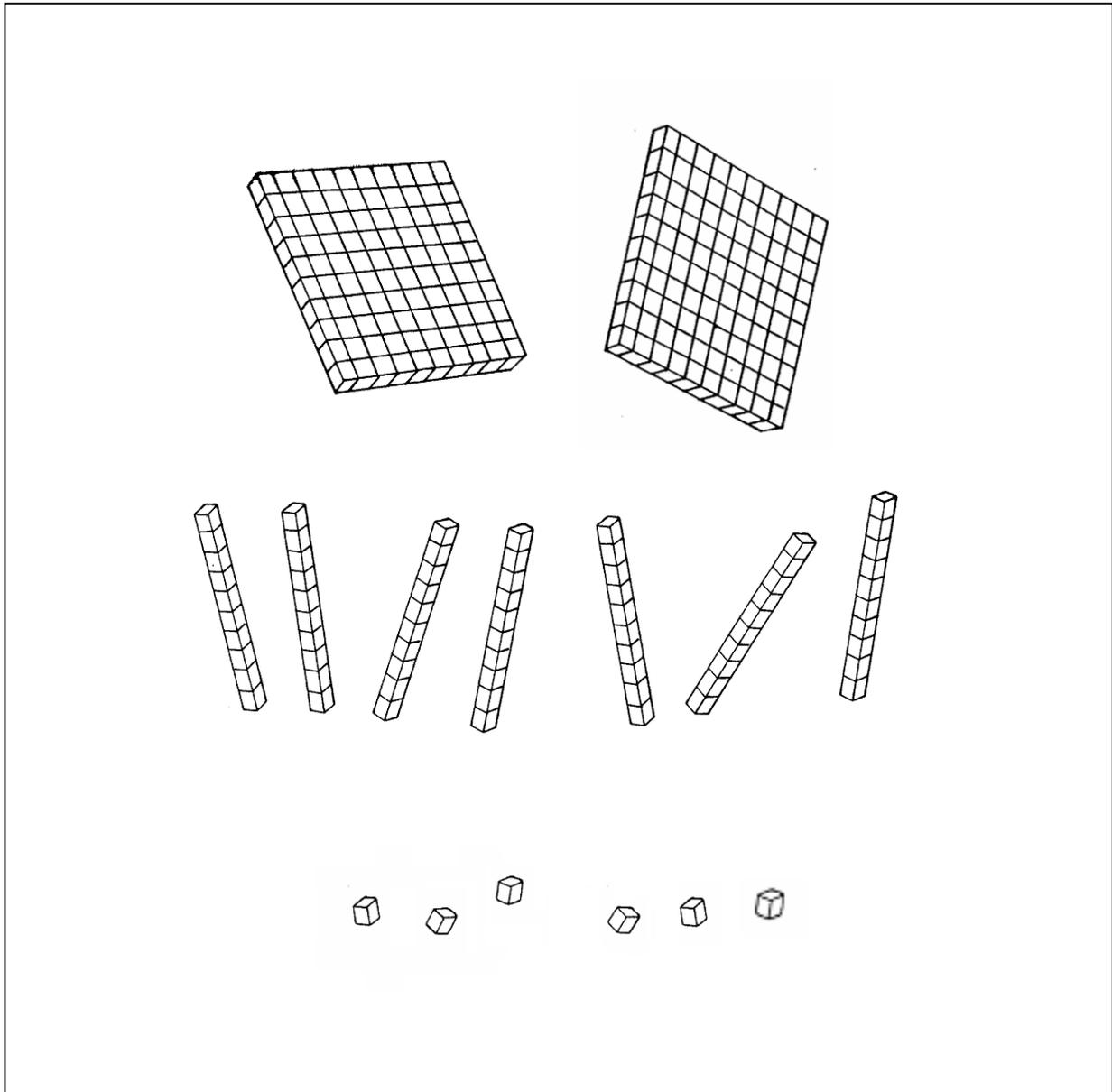
55 50 45 _____

3 (Proficient) for completely correct pattern or 1 (Emerging) for incorrect answer.

6. Look at the picture.

Write the number that tells how many. _____

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

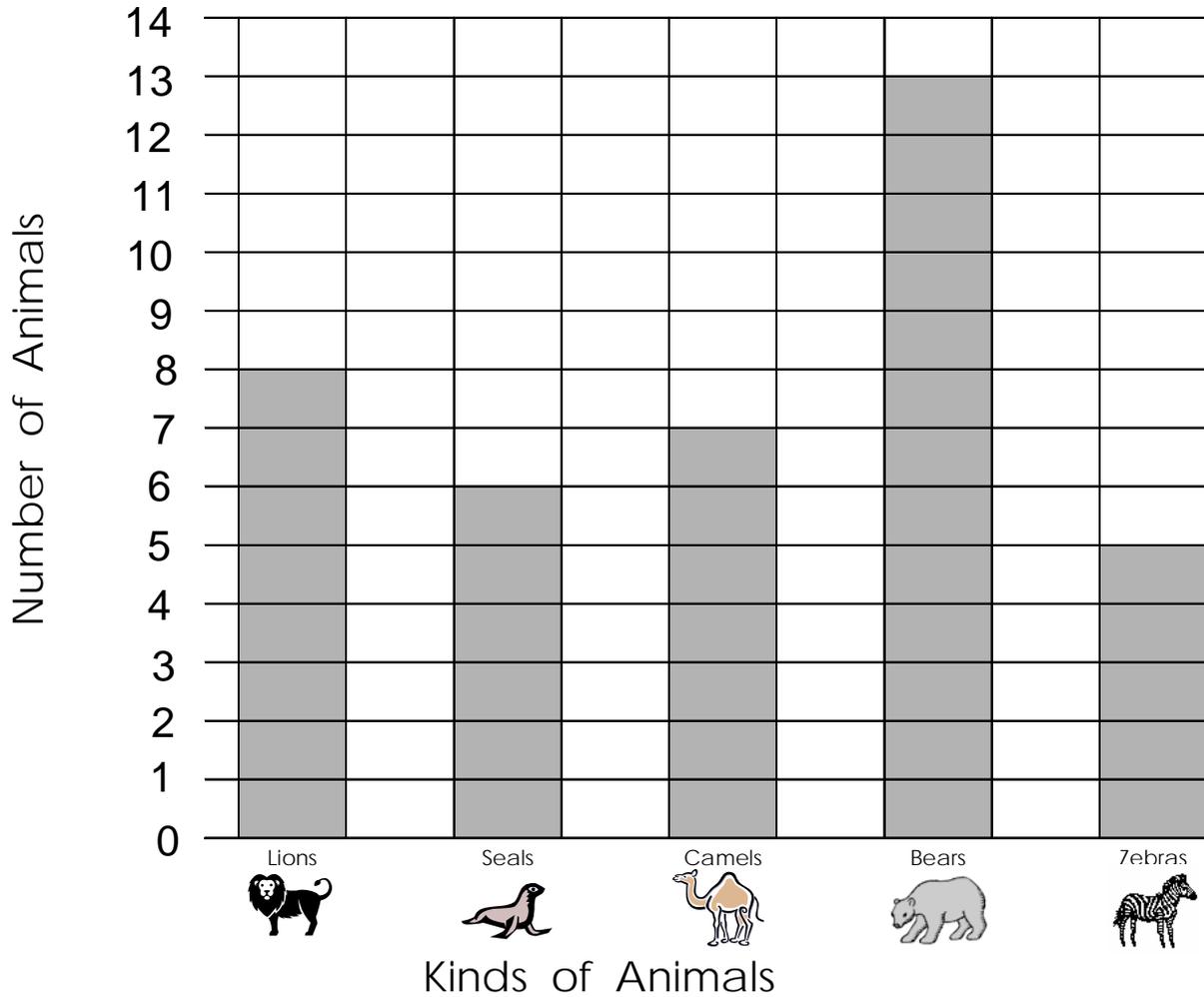


7. Look at the graph.

How many bears are in this zoo? _____ bears

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

Number of Animals in the Zoo



8. How many fewer seals are there than bears?

_____ fewer seals

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

FOR PROBLEMS 9-18: Tell the students that you will read the story problem twice. Encourage them not to begin solving the problem until you are finished reading it the second time. Then reread the problem as many times as needed for individual students. Children may use any strategy they choose to solve these problems. This includes using counters or other manipulatives. Students may use pictures, tallies, words, or numbers to record their thinking. Their record should indicate tool(s) used and action(s) taken. Individual digit reversals are not errors. Place value reversal is an error.

9. There were 23 boys and 38 girls playing on the playground. How many children were playing on the playground ?

Write your answer on the line. _____ children

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

10. Explain how you found the number of children on the playground. Use words, numbers, and/or symbols.

3 (Proficient) - if student solves and represents the solution in a manner that demonstrates place value understanding (e.g. student uses invented or standard algorithm and represents using empty number line, successive number sentences, arrow language, or standard algorithm notation)

2 (Progressing)- if student uses direct modeling to solve or represents the thinking using direct modeling only or uses a “counting on by one” strategy.

1 (Emerging)- if the student does not solve the problem correctly

Note: If student solves with the standard algorithm, interview the student to determine that the student’s use of the algorithm is supported by strong place value understanding.

11. Lola had 15 pencils. How many more does she need to have 32 pencils?

Write your answer on the line. _____ pencils

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

12. Explain how you found the number of pencils Lola needs.

Use words, numbers, and/or symbols.

3 (Proficient) - *if student solves and represents the solution in a manner that demonstrates place value understanding (e.g. student uses invented or standard algorithm and represents using empty number line, successive number sentences, arrow language, or standard algorithm notation)*

2 (Progressing) - *if student uses direct modeling to solve or represents the thinking using direct modeling only or uses a “counting on by one” strategy.*

1 (Emerging) - *if the student does not solve the problem correctly*

Note: *If student solves with the standard algorithm, interview the student to determine that the student’s use of the algorithm is supported by strong place value understanding.*

13. There were 6 tables in the art room. There were 5 children at each table. How many children were there in all?

Write your answer on the line. _____ children in all

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

14. Explain how you found the number of children in all.

Use words, numbers, and/or symbols.

4 (Advanced) - if the student solves by using a known or derived fact strategy.

3 (Proficient) - if student represents a repeated addition or skip counting strategy on paper. A student can show that he or she used a repeated addition or skip counting strategy by using an empty number line, arrow language, a string of numbers, number sentences or other clear representation.

2 (Progressing) - if student uses direct modeling to solve or represents the thinking using direct modeling only

1 (Emerging) - if the student does not solve the problem correctly

15. Akim had 24 blocks to make houses. He used 6 blocks for each house. How many houses did he make ?

Write your answer on the line. _____ houses

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

16. Explain how you found the number of houses Akim made.

Use words, numbers, and/or symbols.

4 (Advanced) - *if student represents a repeated addition, skip counting or known or derived fact strategy on paper. A student can show that he or she used a repeated addition or skip counting strategy by using an empty number line, arrow language, a string of numbers, number sentences or other clear representation.*

3 (Proficient) - *if student uses direct modeling to solve or represents the thinking using direct modeling only*

1 (Emerging) - *if the student does not solve the problem correctly*

17. The teacher had 18 books. She put them into 3 boxes. She put the same number of books into each box. How many books did she put in each box?

Write your answer on the line. _____ books in each box

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

18. Explain how you found the number of books the teacher put into each box. Use words, numbers, and/or symbols .

4 (Advanced) - if the student solves by using a known or derived fact strategy.

3 (Proficient) - if student represents a repeated addition or skip counting strategy on paper. A student can show that he or she used a repeated addition or skip counting strategy by using an empty number line, arrow language, a string of numbers, number sentences or other clear representation.

2 (Progressing) - if student uses direct modeling to solve or represents the thinking using direct modeling only

1 (Emerging) - if the student does not solve the problem correctly

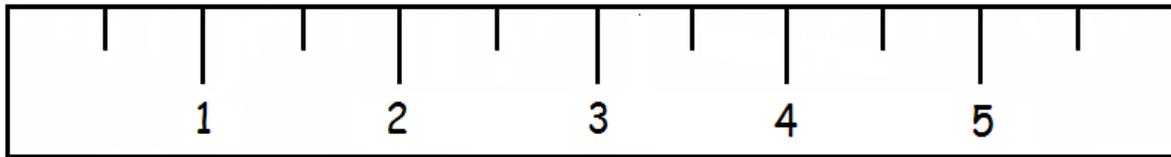
19. Use a ruler to measure the paper clip to the nearest inch.



Write your answer on the line. _____ inches

3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

20. Look at the picture of wood and the ruler.



How long is the picture of wood ?

Write your answer on the line. _____ inches

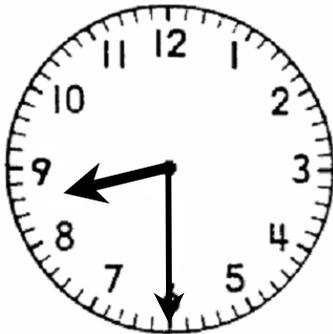
3 (Proficient) for correct answer or 1 (Emerging) for incorrect answer.

21. Kim has 38¢ in her pocket. What coins might she have?

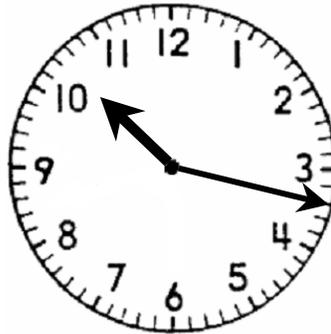
Show at least 3 different ways to make 38¢ with coins. Use words, numbers, and/or symbols.

3 (Proficient) if 3 correct ways to make 38¢ are displayed or 1 (Emerging) for incorrect answer.

22. Write the time each clock shows.



_____ : _____



_____ : _____



_____ : _____

3 (Proficient) if all times are correct or 1 (Emerging) for an incorrect answer.

23. Look at the equation. What number goes on the line to make the equation true? You may use counters to help you. Write the number on the line.

3 (Proficient) if all are answered correctly or 1 (Emerging) for an incorrect answer.

$$17 + 25 = \underline{\quad}$$

$$14 - 8 = \underline{\quad}$$

$$9 + 5 = 5 + \underline{\quad}$$

$$6 + 4 = \underline{\quad} + 5$$

24. Look at the problems. Solve each one. You may use counters to help you. Write each answer below the line.

3 (Proficient) if both are answered correctly or 1 (Emerging) for an incorrect answer.

$$\begin{array}{r} 2 \\ 8 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 20 \\ \hline \end{array}$$