

GPS Grade 2 Sample Questions

The Georgia Department of Education has developed sample questions, in a multiple choice format, to illustrate the types of questions that might be seen on a standardized test such as the CRCT.

These are not intended to be a comprehensive means of assessment; instead teachers should use a variety of methods and strategies for assessing students. Tasks within the GPS frameworks along with additional resources including textbooks also offer a diverse assortment of assessments.

Unit 1: Venn Diagrams, Charts and Graphs

KEY STANDARDS:

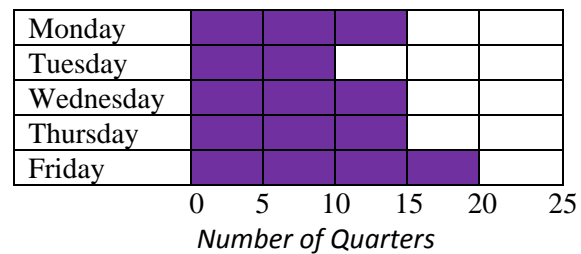
M2D1. Students will create simple tables and graphs and interpret their meaning.

- a. Organize and display data using picture graphs, Venn diagrams, bar graphs, and simple charts/tables to record results.
- b. Know how to interpret picture graphs, Venn diagrams, and bar graphs.

1. (M2D1b)

The graph below records the number of quarters collected for Special Olympics at Jones Elementary School.

QUARTERS for SPECIAL OLYMPICS



How many quarters were collected in all?

- A. 15
- B. 20
- C. 60
- D. 75

1. Answer: D

GPS Grade 2 Sample Questions

Unit 2: Place Value, Money and Estimation

KEY STANDARD:

M2N1. Students will use multiple representations of numbers to connect symbols to quantities.

- Represent numbers using a variety of models, diagrams, and number sentences (e.g. 4703 represented as $4,000 + 700 + 3$, and units, 47 hundreds + 3, or $4,500 + 203$).
- Understand the relative magnitudes of numbers using 10 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawing of hundreds, tens, and ones.
- Use money as a medium of exchange. Count back change and use decimal notation and the dollar and cent symbols to represent a collection of coins and currency.

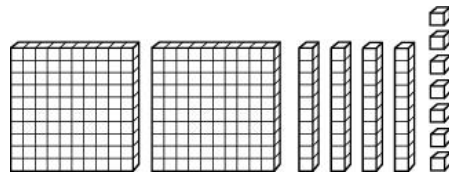
1. (M2N1a)

Which number is the same as one hundred twenty?

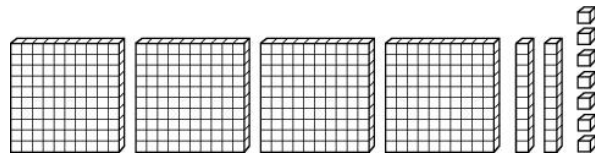
- A. 102
- B. 120
- C. 150

2. (M2N1b)

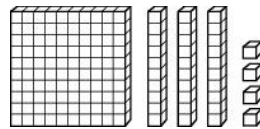
Rosa has two hundred forty-seven baseball cards. Which set of base 10 blocks shows that number?



A.



B.



C.

1. Answer: B

2. Answer: A

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GPS Grade 2 Sample Questions

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- b. Understand the relative magnitudes of numbers using 10 as a unit, or 1000 as a unit. Represent 2-digit numbers with drawings of tens and ones and 3-digit numbers with drawing of hundreds, tens, and ones.
- c. Use money as a medium of exchange. Count back change and use decimal notation and the dollar and cent symbols to represent a collection of coins and currency.

3. (M2N1c)

A bottle of water costs \$0.85. Mr. Lowe bought one bottle of water and paid with \$1.00. How much change did he get back?



- A. \$0.05
- B. \$0.15
- C. \$0.25

3. Answer: **B**

GPS Grade 2 Sample Questions

Unit 3: Length, Temperature and Time

KEY STANDARDS:

M2M1. Students will know the standard units of inch, foot, yard, and metric units of centimeter and meter and measure length to the nearest inch or centimeter.

- Compare the relationship of one unit to another by measuring objects twice using different units each time.
- Estimate lengths, and then measure to determine if estimations were reasonable.
- Determine an appropriate tool and unit for measuring.

M2M2. Students will tell time to the nearest five minutes and know relationships of time such as the number of minutes in an hour and hours in a day.

M2M3. Students will estimate, then measure, temperature (Fahrenheit) and determine if estimations were reasonable.

1. (M2M2)

Which unit of time is used to measure the length of lunch at school?

- days
- minutes
- hours

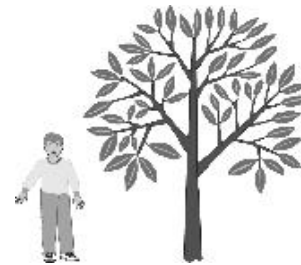
2. (M2M1c)

Which would be the BEST unit to use to measure your finger?

- meters
- kilometers
- centimeters

3. (M2M1b)

Look at the picture below of Devi standing next to a tree.



Devi is 4 feet tall. About how tall is the tree?

- 8 feet
- 12 feet
- 16 feet

1. Answer: B

2. Answer: C

3. Answer: A

GPS Grade 2 Sample Questions

Unit 4: Plane and Solid Figures

KEY STANDARDS:

M2G1. Students will describe and classify plane figures (triangles, square, rectangle, trapezoid, quadrilateral, pentagon, hexagon, and irregular polygonal shapes) according to the number of edges and vertices and the sizes of angles (right angle, obtuse, acute).

M2G2. Students will describe and classify solid geometric figures (prisms, cylinders, cones, and spheres) according to such things as the number of edges and vertices and the number and shape of faces and angles.

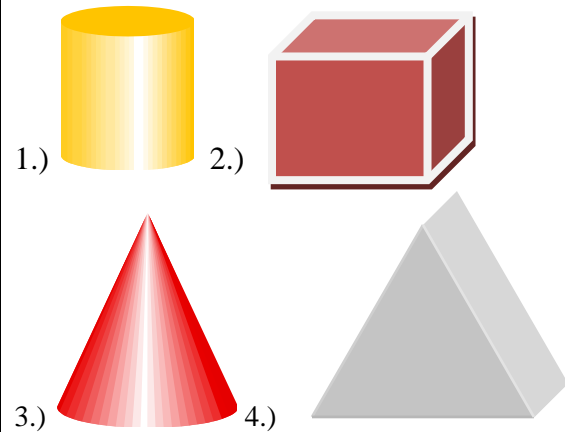
a. Recognize the (plane) shapes of the faces of a geometric solid and count the number of faces of each type.

b. Recognize the shape of an angle as a right angle, an obtuse or acute angle.

M2G3. Students will describe the change in attributes as two and three-dimensional shapes are cut and rearranged.

1. (M2G2a)

Name the solid geometric figures with one or more rectangular faces.



- A. figures 1 and 2
- B. figures 2 and 3
- C. figures 2 and 4
- D. figures 1 and 3

1. Answer: C

GPS Grade 2 Sample Questions

Unit 5: Parts of a Whole

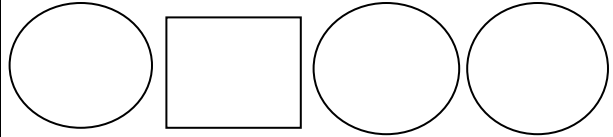
KEY STANDARDS:

M2N4. Students will understand and compare common fractions with small denominators.

- a. Model, identify, label, and compare fractions (thirds, sixths, eighths, tenths) as a representation of equal parts of a whole or of a set.
- b. Know that when all fractional parts are included, such as three thirds, the result is equal to the whole.

1. (M2N4a)

What fraction of the shapes below are circles?



- A. $\frac{1}{2}$
- B. $\frac{2}{3}$
- C. $\frac{3}{4}$

2. (M2N4b)

Dave had 2 melons. He cut each melon into 4 pieces. How many pieces of melon were there?

- A. 6
- B. 7
- C. 8

1. Answer: C

2. Answer: C

GPS Grade 2 Sample Questions

Unit 6: Numeration with Computation

KEY STANDARDS:

M2N2. Students will build fluency with multi-digit addition and subtraction.

- Correctly add and subtract two whole numbers up to three digits each with regrouping.
- Understand and use the inverse relation between addition and subtraction to solve problems and check solutions.
- Use mental math strategies such as benchmark numbers to solve problems.
- Use basic properties of addition (commutative, associative, and identity) to simplify problems (e.g. $98 + 17$ by taking two from 17 and adding it to the 98 to make 100 and replacing the original problem by the sum $100 + 15$).

1. (M2N2a)

On Monday, 356 people visited the zoo. On Tuesday, 251 people visited. How many people in all visited the zoo on Monday and Tuesday?

- 507
- 607
- 617

2. (M2N2c)

A gorilla weighs 749 pounds. Which number is closest to 749 pounds?

- 700
- 740
- 800

3. (M2N2d)

Which is true?

- $47 + 86$ is less than $86 + 47$
- $47 + 86$ is equal to $86 + 47$
- $47 + 86$ is greater than $86 + 47$

4. (M2N2d)

The class is going on a picnic. There are 26 children in the class. Of those children, 26 brought their lunch. How many brought lunch?

- all of the class
- some of the class
- none of the class

1. Answer: B 2. Answer: B 3. Answer: B 4. Answer: A

Continued...

GPS Grade 2 Sample Questions

Unit 6: Numeration with Computation

KEY STANDARDS:

M2N2. Students will build fluency with multi-digit addition and subtraction.

- a. Correctly add and subtract two whole numbers up to three digits each with regrouping.
- b. Understand and use the inverse relation between addition and subtraction to solve problems and check solutions.
- c. Use mental math strategies such as benchmark numbers to solve problems.
- d. Use basic properties of addition (commutative, associative, and identity) to simplify problems (e.g. $98 + 17$ by taking two from 17 and adding it to the 98 to make 100 and replacing the original problem by the sum $100 + 15$).

5. (M2N2b)

Mother has six flowers in a vase. Of these flowers, three are yellow and three are purple. How many flowers are red?

- A. none
- B. some
- C. all

6. (M2N2c)

Which of these numbers is closest to 602?

- A. 599
- B. 610
- C. 620

5. Answer: A

6. Answer: A

GPS Grade 2 Sample Questions

Unit 7: Calculate and Evaluate

KEY STANDARD:

M2N3. Students will understand multiplication, multiply numbers, and verify results.

- Understand multiplication as repeated addition.
- Use repeated addition, arrays, and counting by multiples (skip counting) to correctly multiply 1-digit numbers and construct the multiplication table.
- Use the multiplication table (grid) to determine a product of two numbers.
- Use repeated subtraction, equal sharing, and forming equal groups to divide large collections of objects and determine factors for multiplication.

RELATED STANDARD:

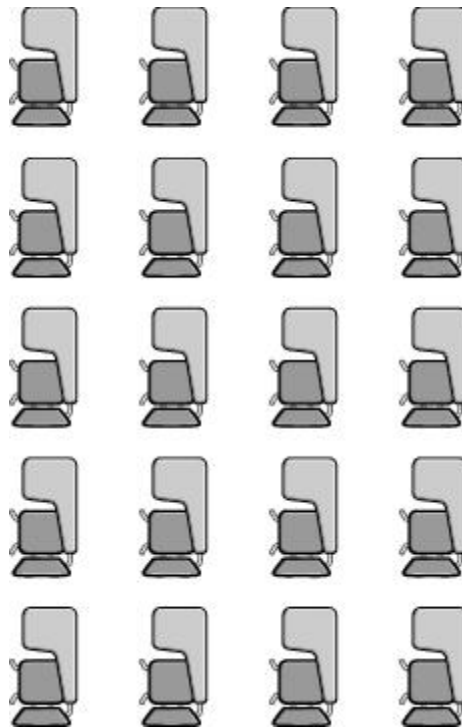
M2N5. Students will represent and interpret quantities and relationships using mathematical expressions including and inequality signs ($=$, $<$, $>$).

- Include the use of boxes or $_$ to represent a missing value.
- Represent problem solving situations where addition, subtraction or multiplication may be applied using mathematical expressions.

Note: Standard M2N5 is addressed as a related standard in units 3 and 5 as well as in unit 7. Sample questions are provided in unit 7 as a means of assessing cumulative learning.

1. (M2N3b)

A classroom has 4 rows of desks with 5 desks in each row.



Which number sentence shows how to find the number of desks in the classroom?

- $4 + 5$
- $5 + 4$
- 4×5

1. Answer: C

Continued...

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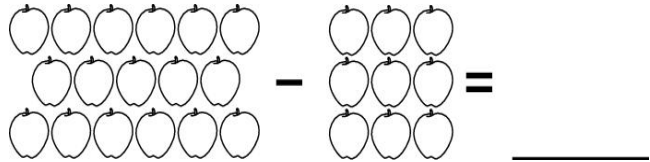
2. (M2N5b)

Martin has three balloons and finds four green balloons. Eric gives him one red balloon and one green balloon. Kenya gives him four purple ones. What operation would Martin use to find out how many balloons he has?

- multiplication
- subtraction
- addition

3. (M2N5b)

How many apples will complete the number sentence?



- 6 apples
- 7 apples
- 8 apples

4. (M2N5b)

Which sentence is true?

- $48 - 23$ is less than $43 - 28$
- $48 - 23$ is greater than $43 - 28$
- $48 - 23$ is equal to $43 - 28$

2. Answer: C

3. Answer: C

4. Answer: B