

NWS Mid-Point Check Up GRADE 2

name _____ date _____

Students: Put a smile in the circle after each part of the test to indicate whether or not it was 'easy' 😊 for you to complete or 'difficult' 😞.

PART ONE – ORAL QUESTIONS

ADDITION
FACTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

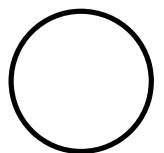
SUBTRACTION
FACTS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WRITING
NUMERALS

1. _____
2. _____
3. _____
4. _____
5. _____

Students! What did you think about this section of the check-up?



PART TWO – COMPUTATION

You can use a 100 Chart or a Number Line to help you.

ADDITION

N2.2

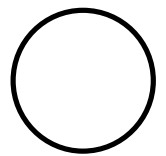
- | | | | | |
|---|--|--|---|---|
| 1. $\begin{array}{r} 4 \\ +8 \\ \hline \end{array}$ | 2. $\begin{array}{r} 12 \\ +3 \\ \hline \end{array}$ | 3. $\begin{array}{r} 14 \\ +7 \\ \hline \end{array}$ | 4. $\begin{array}{r} 22 \\ +67 \\ \hline \end{array}$ | 5. $\begin{array}{r} 53 \\ +27 \\ \hline \end{array}$ |
|---|--|--|---|---|

SUBTRACTION

N2.2

- | | | | |
|---|--|---|---|
| 6. $\begin{array}{r} 9 \\ -4 \\ \hline \end{array}$ | 7. $\begin{array}{r} 13 \\ -6 \\ \hline \end{array}$ | 8. $\begin{array}{r} 68 \\ -34 \\ \hline \end{array}$ | 9. $\begin{array}{r} 93 \\ +26 \\ \hline \end{array}$ |
|---|--|---|---|

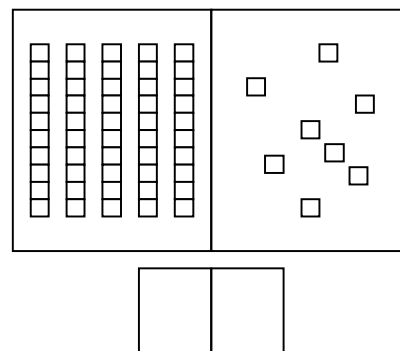
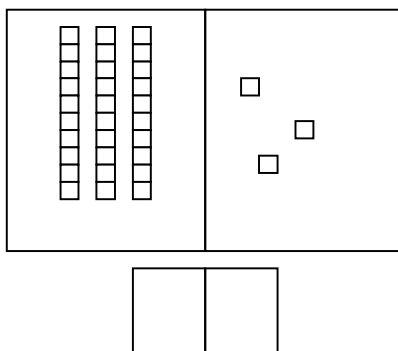
Students! What did you think about this section of the check-up?



PART THREE – NUMBER SENSE

N2.1

1. Write the numbers on the Place Value Chart.



2. Look at the numerals. Draw tens and ones to match.

| | |
|--|--|
| | |
|--|--|

| | |
|------|------|
| TENS | ONES |
| 6 | 0 |

| | |
|--|--|
| | |
|--|--|

| | |
|------|------|
| TENS | ONES |
| 4 | 4 |

3. Circle groups of ten. Write the number.

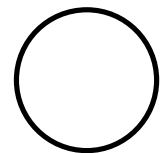
| |
|-----------|
| * * * * * |
| * * * * * |
| * * * * * |
| * * * * * |

| | |
|------|------|
| TENS | ONES |
| | |

| |
|-----------|
| ■ ■ ■ ■ ■ |
| ■ ■ ■ ■ ■ |
| ■ ■ ■ ■ ■ |
| ■ ■ ■ ■ ■ |
| ■ ■ ■ ■ ■ |

| | |
|------|------|
| TENS | ONES |
| | |

Students! What did you think about this section of the check-up?



BEFORE AND AFTER NUMBERS

N2.1

4. Print a number that is one less than the number shown.

- a. 10 _____ b. 8 _____ c. 21 _____

5. Print a number that is one more than the number shown.

- a. 19 _____ b. 94 _____ c. 33 _____

PATTERNING

P2.1

6. Finish the patterns.

4 6 _____ 14 _____

40 50 _____ 80 _____

50 45 40 _____

48 46 _____ 40 _____

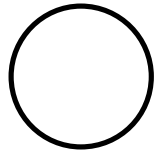
7. Circle the error in these sequences.

N2.1

a. 14 16 18 20 23 24 26

b. 3 5 7 10 11 12 15

Students! What did you think about this section of the check-up?



ODD AND EVEN NUMBERS

N2.1

8. Circle all the EVEN numbers.

1 2 3 4 5 16 17 18 19 20 25

9. Circle all the ODD numbers.

10 9 8 7 6 11 12 13 14 15 20

ORDERING NUMBERS

N2.1

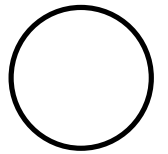
10. Put these numbers in order from least to greatest.

3 6 12 15 7 _____

11. Put these numbers in order from greatest to least.

9 21 4 14 3 _____

Students! What did you think about this section of the check-up?




NUMBER WORDS

N2.1

12. Complete the chart by printing the number word or numeral. Draw a picture to show each number.

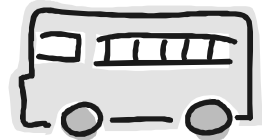
| NUMBER WORD | NUMERAL | PICTURE |
|-------------|---------|---------|
| fifteen | | |
| | 10 | |
| eight | | |
| | | |

PART FOUR – PROBLEM SOLVING

1.  ★ The grade 2 class was blowing up balloons for a party. They blew up 17 balloons. 4 balloons popped. How many balloons were left?

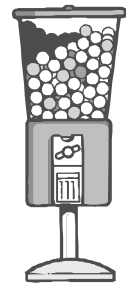
Which strategy did you use?
 Act it out.
 Use a model.
 Draw a picture.
 Guess and test.
 Look for a pattern.

2. Carrie rides the bus to school each morning. She decided to count the vehicles along the way. She saw 5 vans, 4 trucks, 1 car and 3 SUV's. How many vehicles did Carrie see altogether?



Which strategy did you use?
 Act it out.
 Use a model.
 Draw a picture.
 Guess and test.
 Look for a pattern.

3. Taylor's mother gave him a bubblegum machine with 20 bubblegum pieces. Every day Taylor chewed 2 pieces of gum. How many days did it take Terry to empty the machine?



Which strategy did you use?

- Act it out.
- Use a model.
- Draw a picture.
- Guess and test.
- Look for a pattern.

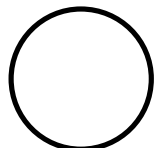
4. During their visit to a farm, the grade 2 class saw 4 cows, 3 pigs and 4 chickens. How many legs altogether were on the animals they saw at the farm?



Which strategy did you use?

- Act it out.
- Use a model.
- Draw a picture.
- Guess and test.
- Look for a pattern.

Students! What did you think about this section of the check-up?



5. Write your own word problem for these number sentences. Solve the problems.

$$13+8=\underline{\quad}$$

$$7-4=\underline{\quad}$$

PART FIVE – INTERVIEW

Your teacher will complete all or part of this section with you.

PATTERNING INTERVIEW

A. Complete the chart.

| | | | | |
|----|----|----|----|----|
| 2 | 4 | 6 | 8 | |
| 12 | | | | 20 |
| | | 26 | | |
| | | | 38 | |
| | 44 | | | |

B. Describe all the patterns you see.

C. Choose one pattern. Use words, pictures, numbers or a calculator to show this pattern on your paper.

ADDITION STRATEGIES INTERVIEW

$3+4=$

$5+7=$

$7+6=$

$6+8=$

$8+4=$

SUBTRACTION STRATEGIES INTERVIEW

$10-4=$

$12-8=$

$12-5=$

$15-7=$

NUMBERS TO 50 INTERVIEW

OBSERVATIONS:

- uses ordinal numbers to *tenth*
- reads numbers to 50
- represents a given number using concrete materials
- represents a given number using dimes and pennies
- illustrates concretely that a given numeral consists of a certain number of tens and a certain number of ones
- explains why the value of a digit depends on its placement within a numeral
- estimates a given quantity by comparing it with a referent
- groups items in 2s, 5s, or 10s for counting