2007

Green River

Regional Educational Cooperative

Grade 2

Mathematics

Multiple Choice

Measured Progress

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Multiple Choice Item 1

Standard: MA-EP-1.1.1: Number Sense — Students will

- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999);
- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
- apply these numbers to represent real-world problems and
- explain how the base 10 number system relates to place value.

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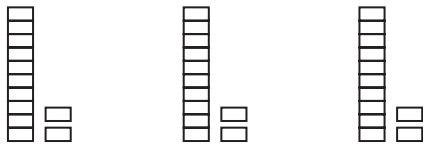
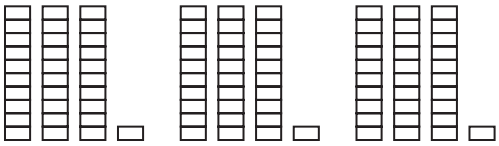
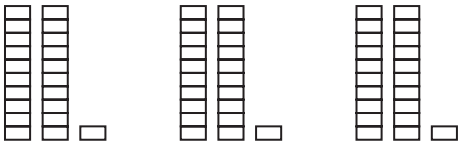
Answer Key: A

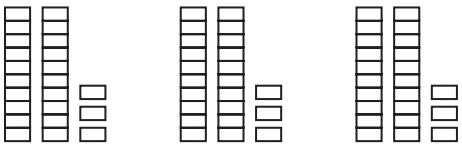
Portion of Standard Being Addressed
This item requires the student to identify a model that represents a 2-digit whole number.

1. Three students each bought 12 pencils at the school bookstore. Which model shows how many pencils they bought in all?

A. 

B. 

C. 

D. 

Multiple Choice Item 2

Standard: MA-EP-1.1.1: Number Sense — Students will

- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999);
- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
- apply these numbers to represent real-world problems and
- explain how the base 10 number system relates to place value.

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Answer Key: A

Portion of Standard Being Addressed
This item requires the student to apply multiple representations to describe whole numbers.

2. What number is the same as $300 + 80$?

   A. 380
   B. 3,800
   C. 30,080

Multiple Choice Item 3

Standard: MA-EP-1.1.1: Number Sense — Students will

- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, expanded form, symbols) to describe whole numbers (0 to 9,999);
- apply multiple representations (e.g., drawings, manipulatives, base-10 blocks, number lines, symbols) to describe fractions (halves, thirds, fourths);
- apply these numbers to represent real-world problems and
- explain how the base 10 number system relates to place value.

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Answer Key: B

Portion of Standard Being Addressed
This item requires the student to explain how the base 10 number system relates to place value.

3. Solve the number puzzle shown below.

   My tens digit is 3 more than 2.

   My ones digit is 2 more than my tens digit.

   What number am I?

   A. 53
   B. 57
   C. 75

Multiple Choice Item 4

Standard: MA-EP-1.1.2: Number Sense — Students will read, write and rename whole numbers (0 to 9,999) and apply to real-world and mathematical problems.

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Answer Key: B

Portion of Standard Being Addressed
This item requires the student to rename whole numbers in an addition problem.

4. Which sum has the same answer as $37 + 8$?

   A. $48 + 7$
   B. $30 + 15$
   C. $40 + 8$

Multiple Choice Item 5

Standard: MA-EP-1.1.3: Number Sense — Students will compare (<, >, =) and order whole numbers to whole numbers, decimals to decimals (as money only) and fractions to fractions (limited to pictorial representations).

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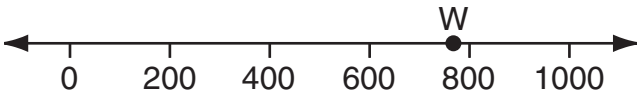
Answer Key: B

Portion of Standard Being Addressed
This item requires the student to order and compare whole numbers.

5. Wendy marked her secret number with "W" on the number line.



Which number could be Wendy's?

A. 691
B. 783
C. 800
D. 814

Multiple Choice Item 6

Standard: MA-EP-1.2.1: Estimation — Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).

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Answer Key: C

Portion of Standard Being Addressed
This item requires the student to apply appropriate strategies for estimating whole numbers.

6. Which is the **best** way to estimate 47 + 32?
   A. 40 + 30
   B. 40 + 50
   C. 50 + 30
   D. 50 + 40

Multiple Choice Item 7

Standard: MA-EP-1.2.1: Estimation — Students will apply and describe appropriate strategies for estimating quantities of objects and computational results (limited to addition and subtraction).

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Answer Key: C

Portion of Standard Being Addressed
This item requires the student to apply appropriate strategies for estimating computational results.

7. Which is closest to 42 – 11?
   A. 10
   B. 20
   C. 30

Multiple Choice Item 8

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

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Answer Key: C

Portion of Standard Being Addressed
This item requires the student to use addition of whole numbers and a hundreds chart to find the solution to a real-world problem.

8. You may use the hundreds chart below to answer this question.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

The class aquarium had 36 fish in it.

Then the teacher put 20 more fish in it.

How many fish are in the aquarium now?

A. 38
B. 46
C. 56

Multiple Choice Item 9

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

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Answer Key: C

Portion of Standard Being Addressed
This item requires the student to use addition of whole numbers to find the solution to a real-world problem.

9. The chart below shows the number of pets three children have.

Number of Pets

Child	Halle	Joe	Maya
Number of Pets	2	3	2

How many pets do the children have all together?

A. 5
B. 6
C. 7

Multiple Choice Item 10

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

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Answer Key: B

Portion of Standard Being Addressed
This item requires the student to use addition of whole numbers to find the number fact for a given sum.

10. Jon is making the fact table below. It shows different ways that he can put 13 apples in two bowls.

		In all
0	13	13
4	9	13
6	7	13
8	**?**	13

What number belongs in Jon's fact table?

A. 3
B. 5
C. 8

Multiple Choice Item 11

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

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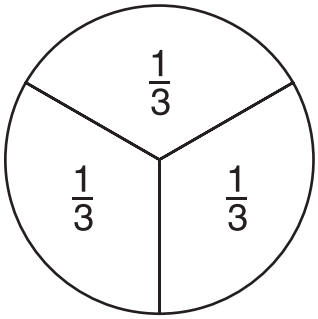
Answer Key: D

Portion of Standard Being Addressed
This item requires the student to apply operations to solve real-world problems by adding fractions with like denominators less than or equal to four.

11. You may use the diagram below to help you solve this problem.



$\frac{1}{3} + \frac{1}{3} =$

A. $\frac{1}{9}$

B. $\frac{1}{3}$

C. $\frac{2}{6}$

D. $\frac{2}{3}$

Multiple Choice Item 12

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

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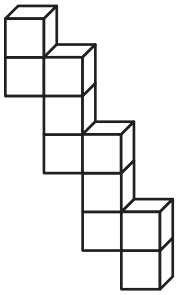
Answer Key: C

Portion of Standard Being Addressed
This item requires the student to identify the addition expression that represents the model.

12. Tanya made this pattern with cubes.



Which sum can be used to find how many cubes are in Tanya's pattern?

A. $2 + 3 + 2$

B. $3 + 3 + 3 + 3$

C. $2 + 3 + 3 + 2$

Multiple Choice Item 13

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

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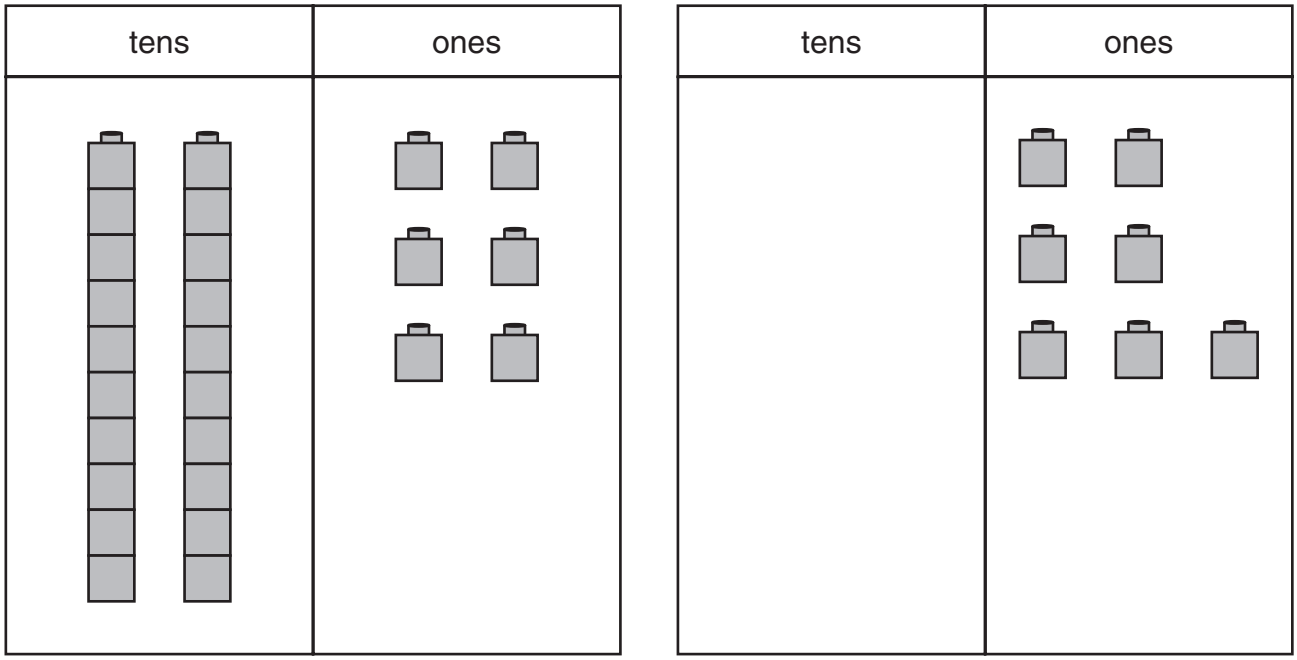
Answer Key: C

Portion of Standard Being Addressed
This item requires the student to find the solution to an addition problem for a given model.

13. Use the cubes and workmat to help you solve this problem.



What does $26 + 7$ equal?

A. 13
B. 23
C. 33

Multiple Choice Item 14

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
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- add and subtract fractions with like denominators less than or equal to four and
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Answer Key: B

Portion of Standard Being Addressed
This item requires the student to apply operations to solve real-world problems by multiplying whole numbers of 10 or less.

14. Jason has 4 boxes of crayons. Each box has 3 crayons. How many crayons does Jason have?

A. 7
B. 12
C. 24
D. 43

Multiple Choice Item 15

Standard: MA-EP-1.3.1: Number Operations — Students will analyze real-world problems to identify appropriate representations using mathematical operations, and will apply operations to solve real-world problems with the following constraints:

- add and subtract whole numbers with three digits or less;
- multiply whole numbers of 10 or less;
- add and subtract fractions with like denominators less than or equal to four and
- add and subtract decimals related to money.

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Answer Key: C

Portion of Standard Being Addressed
This item requires the student to use addition of whole numbers to find the solution to a real-world problem.

15. The number sentence below can be used to find the number of days Lindsey has been in school.

$$\mathbf{10 + 8 + 4 + 8 + 6 = \square}$$

How many days has Lindsey been in school?

A. 26
B. 30
C. 36

Multiple Choice Item 16

Standard: MA-EP-1.3.2: Number Operations — Students will skip-count forward and backward by 2s, 5s, 10s and 100s.

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Answer Key: A

Portion of Standard Being Addressed
This item requires the student to skip-count forward by tens.

16. This chart is part of a wall chart that lists the numbers from 1 to 100.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
						47			
							?		

What number should be in the box with the question mark inside?

A. 58
B. 57
C. 56
D. 48

Multiple Choice Item 17

Standard: MA-EP-1.5.1: Properties of Numbers and Operations — Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.

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Answer Key: D

Portion of Standard Being Addressed
This item requires the student to add two one-digit numbers and identify the sum that is an odd number.

17. Which sum is an odd number?

    A. 6 + 6
    B. 3 + 5
    C. 4 + 4
    D. 5 + 2

Multiple Choice Item 18

Standard: MA-EP-1.5.1: Properties of Numbers and Operations — Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.

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Answer Key: B

Portion of Standard Being Addressed
This item requires the student to identify even numbers and multiples of five.

18. Use the chart below to answer the question.

1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
21	**22**	**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**
31	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**

Stella is going to cross out all the even numbers on the chart above. Next she will cross out the numbers she uses when counting by fives. Which of the following numbers will she **not** cross out?

A. 20
B. 23
C. 35
D. 38

Multiple Choice Item 19

Standard: MA-EP-1.5.1: Properties of Numbers and Operations — Students will identify and provide examples of odd numbers, even numbers and multiples of a number, and will apply these numbers to solve real-world problems.

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Answer Key: B

Portion of Standard Being Addressed
This item requires the student to identify an even number.

19. Which number is even?
    A. 21
    B. 34
    C. 75

Multiple Choice Item 20

Standard: MA-EP-2.1.1: Measuring Physical Attributes — Students will apply standard units to measure length (to the nearest half-inch or the nearest centimeter) and to determine:

- weight (nearest pound);
- time (nearest quarter hour);
- money (identify coins and bills by value) and
- temperature (Fahrenheit).

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Answer Key: A

Portion of Standard Being Addressed
This item requires the student to identify time on an analog clock.

20. The picture of the clock below shows the time Kathy leaves for school.

At what time does Kathy leave for school?

A. 7:45
B. 8:00
C. 9:40

Multiple Choice Item 21

Standard: MA-EP-2.2.1: Systems of Measurement — Students will describe, define, give examples of and use to solve real-world and mathematical problems nonstandard and standard (U.S. Customary, metric) units of measurement to include length (in., cm.), time, money, temperature (Fahrenheit) and weight (oz., lb).

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Answer Key: C

Portion of Standard Being Addressed
This item requires the student to use addition to solve a real-world problem involving coins.

21. Ian had 5 dimes. His mom gave him 3 more dimes. How much money does Ian have now?

    A. 8¢
    B. 53¢
    C. 80¢

Multiple Choice Item 22

Standard: MA-EP-2.2.2: Systems of Measurement — Students will determine elapsed time by half hours.

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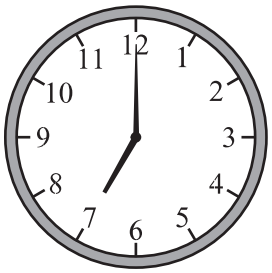
Answer Key: B

Portion of Standard Being Addressed
This item requires the student to identify elapsed time.

22. The swimming pool opens at 7:00.



It stays open for 4 hours.

What time does it close?

A. 10:00
B. 11:00
C. 4:00

Multiple Choice Item 23

Standard: MA-EP-2.2.2: Systems of Measurement — Students will determine elapsed time by half hours.

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Answer Key: B

Portion of Standard Being Addressed
This item requires the student to determine elapsed time.

23. The table below shows how Billy spent his time on Saturday.

Saturday Afternoon Activities

Activity	Time
Lunch	12:00-12:30
Ride bike	12:30-1:30
Snack	1:30-2:00
Library	2:00-3:30
Watch TV	3:30-4:00
Park	4:00-5:30

How much time did Billy spend riding his bike?

A. one-half hour
B. one hour
C. one and one-half hours

Multiple Choice Item 24

Standard: MA-EP-3.1.1: Shapes and Relationships — Students will describe and provide examples of basic geometric elements and terms (sides, edges, faces, bases, vertices, angles) and will apply these elements to solve real-world and mathematical problems.

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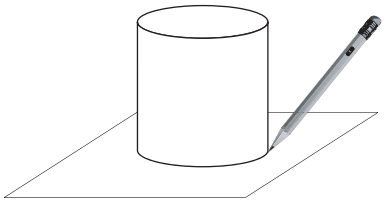
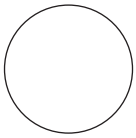
Answer Key: A

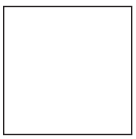
Portion of Standard Being Addressed
This item requires the student to identify a face of a three-dimensional figure.

24. Nancy put a cylinder on a piece of paper. She drew around the bottom of the cylinder.



Which picture shows how her drawing should look?

A. 

B. 

C.

Multiple Choice Item 25

Standard: MA-EP-3.1.2: Shapes and Relationships — Students will describe and provide examples of basic two-dimensional shapes (circles, triangles, squares, rectangles, trapezoids, rhombuses, hexagons) and will apply these shapes to solve real-world and mathematical problems.

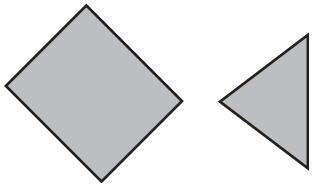
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

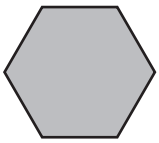
Answer Key: C

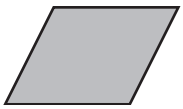
Portion of Standard Being Addressed
This item requires the student to apply basic two-dimensional shapes to solve mathematical problems.

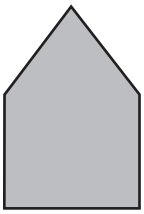
25. Look at the shapes below.



Which picture shows a way that the two shapes can be moved together?

A. 

B. 

C. 

Multiple Choice Item 26

Standard: MA-EP-3.1.5: Shapes and Relationships — Students will identify and describe congruent figures in real-world and mathematical problems.

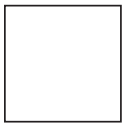
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

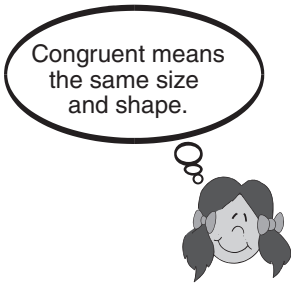
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to identify congruent figures.

26. Use the shape below to answer the question.

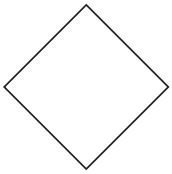


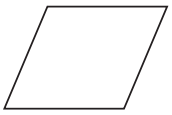


Which shape is congruent to the shape above?

A.

B.

C. 

D. 

Multiple Choice Item 27

Standard: MA-EP-4.1.1: Data Representations — Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to subtract 2-digit whole numbers to solve a real-world problem using the information in a chart.

27. The chart below shows the number of students who brought lunch this week.

Students Who Brought Lunch

Day	Number of Students
Monday	22
Tuesday	21
Wednesday	24
Thursday	23
Friday	25

How many **more** students brought lunch on Friday than on Tuesday?

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

Multiple Choice Item 28

Standard: MA-EP-4.1.1: Data Representations — Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to analyze data in a tally table to solve a real-world problem.

28. Look at the table below.

Insects in Our Collection

Insect	Tally
Crickets	||
Beetles	~~||||~~ |||
Lightning bugs	~~||||~~ |

How many crickets and beetles are there in all?

A. 8
B. 10
C. 14
D. 16

Multiple Choice Item 29

Standard: MA-EP-4.1.1: Data Representations — Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

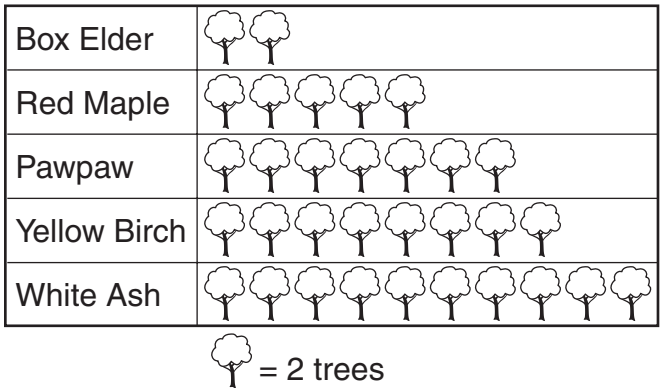
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: D

Portion of Standard Being Addressed
This item requires the student to use a key in a pictograph to solve a real-world problem.

29. Ms. Jansen's class made the pictograph below of the trees they saw at a state park.

Trees We Saw at the Park



How many Pawpaw trees did Ms. Jansen's class see?

A. 7
B. 8
C. 13
D. 14

Multiple Choice Item 30

Standard: MA-EP-4.1.1: Data Representations — Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to identify a pictograph with a key to represent the data provided in a tally chart.

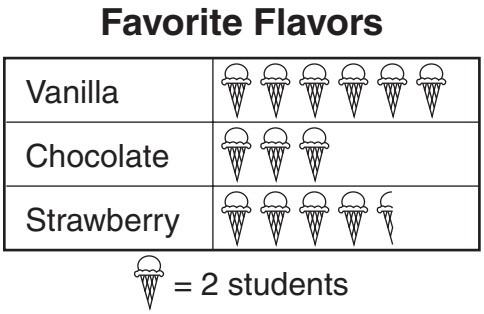
30. Juan asked all the students in his class to name their favorite flavor of ice cream.

Favorite Flavors of Ice Cream

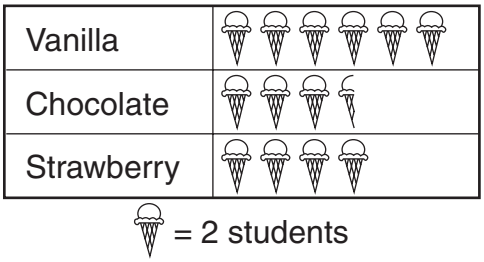
Vanilla	𝍸 𝍸 ||
Chocolate	𝍸 |
Strawberry	𝍸 ||||

Which graph shows this data?

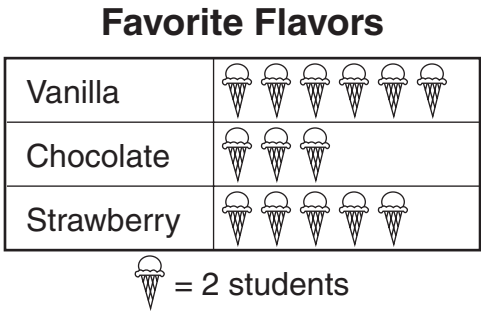
A.



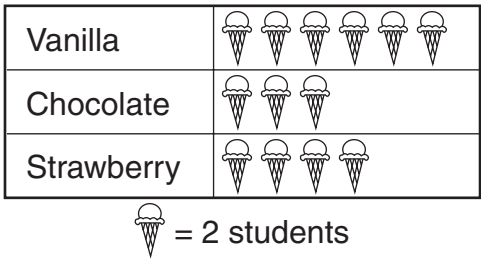
B.



C.



D.



Multiple Choice Item 31

Standard: MA-EP-4.1.1: Data Representations — Students will analyze and make inferences from data displays (drawings, tables/charts, tally tables, pictographs, bar graphs, circle graphs with two or three sectors, line plots, two-circle Venn diagrams).

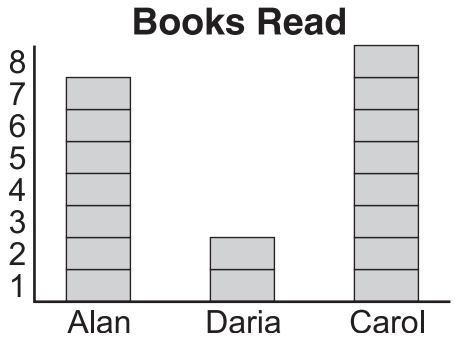
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

Portion of Standard Being Addressed
This item requires the student to subtract whole numbers to solve a real-world problem using the information in a bar graph.

31. How many more books did Carol read than Daria?



A. 1
B. 2
C. 6

Multiple Choice Item 32

Standard: MA-EP-4.1.3: Data Representations — Students will organize and display data.

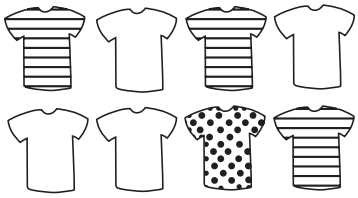
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: C

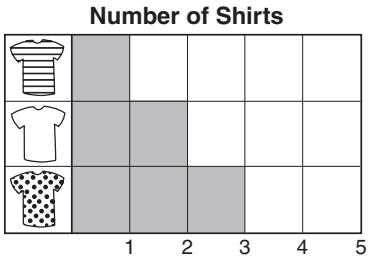
Portion of Standard Being Addressed
This item requires the student to organize and display data.

32. Look at these shirts.

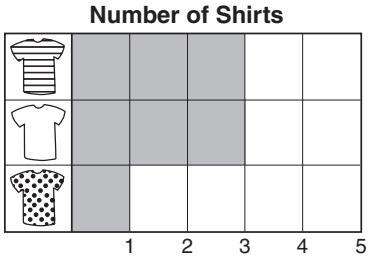


Which graph shows how many of each kind of shirt?

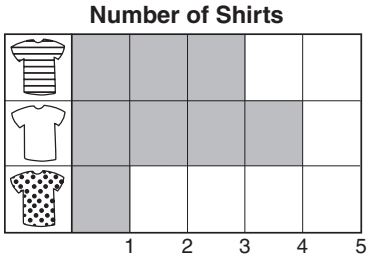
A.



B.



C.



Multiple Choice Item 33

Standard: MA-EP-4.4.3: Probability — Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).

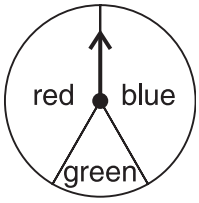
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

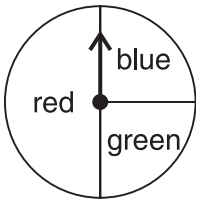
Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

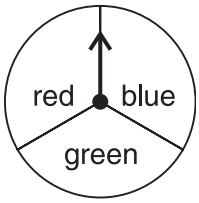
Answer Key: A

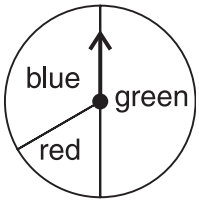
Portion of Standard Being Addressed
This item requires the student to give examples of the probability of an unlikely event.

33. Which spinner is **least likely** to land on green?

A.


B.


C.


D.


Multiple Choice Item 34

Standard: MA-EP-4.4.3: Probability — Students will describe and give examples of the probability of an unlikely event (near zero) and a likely event (near one).

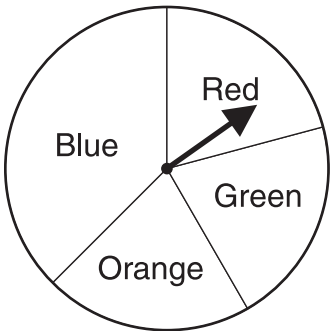
Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to identify the most likely event for a given spinner.

34. If you spin this spinner, what color will it **most likely** point to?



A. Blue
B. Red
C. Green
D. Orange

Multiple Choice Item 35

Standard: MA-EP-5.1.1: Patterns, Relations and Functions — Students will extend simple patterns (e.g., 2, 4, 6, 8, …; ◊Δ◊Δ …).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: B

Portion of Standard Being Addressed
This item requires the student to extend simple patterns.

35. What are the next three numbers in this pattern?

3, 6, 9, __, __, __

A. 10, 12, 15
B. 12, 15, 18
C. 10, 11, 12

Multiple Choice Item 36

Standard: MA-EP-5.1.1: Patterns, Relations and Functions — Students will extend simple patterns (e.g., 2, 4, 6, 8, …; ◊Δ◊Δ …).

Bloom's Taxonomy
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Depth of Knowledge
Level 1
Level 2
Level 3
Level 4

Answer Key: A

Portion of Standard Being Addressed
This item requires the student to extend simple patterns.

36. This table shows the outdoor temperature for some days of one week last winter.

Day	Outdoor Temperature
Sunday	26°
Monday	24°
Tuesday	22°
Wednesday	20°
Thursday	?

If the temperatures continued to follow the same pattern, what was the temperature on Thursday?

A. 18°
B. 19°
C. 21°