

Read the story. Make a drawing.

There are 15 soccer balls in a bag. Show one way to make two groups of the balls.

1.

Use the chart. Solve. Fill in the bubble.

**Customers at  
Wally's Pet Store**

Thursday	Friday	Saturday
22		
Total Customers		
80		

2. The total number of customers was 80. How many customers were there altogether on Friday and Saturday?  
 A 102    B 58    C 72    D None of these
3. There were 19 more customers on Friday than on Thursday. How many customers were there on Friday?  
 A 41    B 72    C 31    D None of these
4. How many customers were there on Saturday?  
 A 19    B 71    C 63    D None of these

Read the story. Write an equation. Solve. Fill in the bubble.

Tia has 15 red balloons, 36 blue balloons, and 24 green balloons.

5.

6. How many balloons does she have?  
 A 55    B 75    C 39    D None of these
7. How many more blue balloons are there than red balloons?  
 A 21    B 19    C 12    D None of these
8. How many more balloons does she need to have 100 balloons?  
 A 56    B 17    C 25    D None of these

Add or subtract. Write the answer.

$$\begin{array}{r} 89. \quad 4 \\ + \quad 2 \\ \hline \square \end{array}$$

$$\begin{array}{r} 90. \quad 3 \\ + \quad 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 91. \quad 7 \\ - \quad 1 \\ \hline \square \end{array}$$

$$\begin{array}{r} 92. \quad 11 \\ - \quad 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 93. \quad 1 \\ + \quad 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 94. \quad 9 \\ - \quad 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 95. \quad 5 \\ + \quad 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} 96. \quad 9 \\ - \quad 6 \\ \hline \square \end{array}$$

$$\begin{array}{r} 97. \quad 9 \\ + \quad 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 98. \quad 9 \\ - \quad 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} 99. \quad 2 \\ + \quad 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 100. \quad 12 \\ - \quad 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 101. \quad 8 \\ + \quad 3 \\ \hline \square \end{array}$$

$$\begin{array}{r} 102. \quad 6 \\ + \quad 8 \\ \hline \square \end{array}$$

$$\begin{array}{r} 103. \quad 14 \\ - \quad 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 104. \quad 4 \\ - \quad 4 \\ \hline \square \end{array}$$

$$\begin{array}{r} 105. \quad 10 \\ - \quad 5 \\ \hline \square \end{array}$$

$$\begin{array}{r} 106. \quad 4 \\ + \quad 9 \\ \hline \square \end{array}$$

$$\begin{array}{r} 107. \quad 16 \\ - \quad 9 \\ \hline \square \end{array}$$

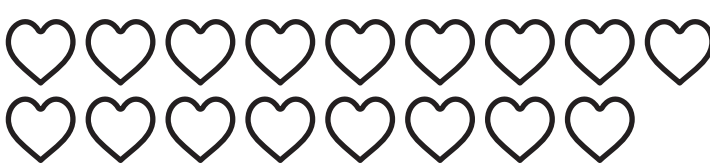
$$\begin{array}{r} 108. \quad 15 \\ - \quad 6 \\ \hline \square \end{array}$$

Draw a ring around each pair. Write the number. Fill in the bubble.

109. 

= \_\_\_\_\_

- A odd  
 B even

110. 

= \_\_\_\_\_

- A odd  
 B even

Show the number of objects. Draw a ring around each pair.

111. An odd number  
between 25 and 35.

112. An even number  
between 30 and 40.

Write the even numbers. Skip count by 2.

113. 

2										20
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Read the statement. Write the numbers to make the statement true.

114. Even numbers have

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ in the ones place.

# Individual Proficiency Record

Student Name:

Page	Operations and Algebraic Thinking	Correct/Prob.	Comments
1	2.OA.1 (word problems)	8	
2	2.OA.2 (add with TouchPoints)	20	
3	2.OA.2 (add with strategies)	20	
4	2.OA.2 (subtract with TouchPoints)	20	
5	2.OA.2 (subtraact with TouchPoints)	20	
6	2.OA.2 (add and subtract with strategies)	20	
7	2.OA.3 (odd/even numbers)	6	
8	2.OA.4 (arrays)	6	
Page	Number and Operations in Base Ten	Correct/Prob.	Comments
9	2.NBT.1 (place value)	10	
10	2.NBT.2 (count within 1,200)	8	
11	2.NBT.2 (skip count by 5s, 10s, 100s)	8	
12	2.NBT.3 (read/write numbers using expanded form)	8	
13	2.NBT.4 (compare)	6	
14	2.NBT.5 (add/subtract with cues and TouchPoints)	6	
15	2.NBT.5 (number families)	10	
16	2.NBT.6 (multiple addeds/regroup)	10	
17	2.NBT.6 (add/subtract with regrouping using pictures)	2	
18	2.NBT.6 (add and subtract with regrouping)	10	
19	2.NBT.7 (word problems)	4	
20	2.NBT.8 (add or subtract 10 and multiples of 10)	6	
21	2.NBT.9 (identify strategies)	6	
Page	Measurement and Data	Correct/Prob.	Comments
22	2.MD.1 (select a tool)	8	
23	2.MD.2 (measure with different tools)	8	
24	2.MD.3 (estimate)	8	
25	2.MD.4 (measure and compare)	6	
26	2.MD.5 (use drawings and equations)	4	
27	2.MD.6 (use number line diagrams)	6	
28	2.MD.7 (time)	4	
29	2.MD.8 (money)	6	
30	2.MD.8 (money word problems)	4	
31	2.MD.9 (line plots)	4	
32	2.MD.10 (graphs)	5	
Page	Geometry	Correct/Prob.	Comments
33	G.1 (draw and identify shapes)	6	
34	G.2 (partition shapes into same-size squares)	6	
35	G.3 (fractions)	6	

## Introduction

## Standards-Based Proficiency Test

This booklet for the TouchMath Standards-Based Proficiency Test for Second Grade includes the description, directions, suggested use and time; other uses: plan to review, reinforce, and remediate; comprehensive answer keys, and the Common Core State Standards for Second Grade. The presentation is specific to the TouchMath Standards-Based Second Grade Program, ©2017 Innovative Learning Concepts, Inc. All rights reserved.

### Description

This booklet accompanies the student booklets for the Second Grade Proficiency Test. The test sheets in the student booklet are organized and presented by standard. The code for the standard (e.g., 1.OA.1) is included in the center of the footer for easy reference.

An individual record sheet is included in the student booklet. A class record sheet of the test performance (page 3) is provided to organize results by class.

### Directions

The test-sheet-by-test-sheet directions are included in this booklet. Answer keys are included on the pages to provide a visual reference while giving the directions. All directions are given orally.

The following presentation is used:

#### Materials

Student supplies needed to complete the test. Optional materials are identified for the additional directions.

- ◆ Directions for the teacher for administering the test sheet.
- 🗨 Directions from the test sheet to be read to the students. (Additional directions not included on the test sheet are provided.)
- 📖 (If needed) Additional directions to be given to guide the students in completing the test.

### Using Manipulatives with the Standards-Based Proficiency Test

Some students may continue to function at the concrete-representational level. Directions are included to provide this option to determine understanding of the concept.

### Suggested Use and Time

The Standards-Based Proficiency Test for Second Grade is designed for end-of-year assessment of the standards and content presented throughout the year.

The test can be completed in two weeks by using one or two sheets in the morning and one or two sheets in the afternoon of each day. Some students may need more time. A general guideline for testing is no more than 20 minutes per testing session.

Document individual performance on the record sheet included in the student booklet. Cut this sheet out of the booklet. Document class results on the sheet included in this booklet.

### Other Uses

If a pre-assessment tool is needed, the following options are available:

- ▼ Module pretests
- ▼ Module posttests
- ▼ Test sheets by standard from the student proficiency test booklet

With all options, the skills should be assessed immediately before beginning instruction. Testing too much can be very time-consuming. The results will be skewed since the students are probably unfamiliar with both the content and presentation (especially TouchPoints). If the students internalize their lack of success, reversing the trend can be very difficult.

If the Standards-Based Proficiency Test for Second Grade is used for pre-assessment, each child will need two copies of the test. The test is not to be reproduced. Additional copies of the test booklet can be ordered at [www.touchmath.com/tests](http://www.touchmath.com/tests).

**Plan to Review, Reinforce, and Remediate**

The table below outlines the plan to ensure achievement of the standards before the student enters third grade. Suggested performance levels are included. A second table (pictured right) identifies recommendations for continued practice based on the student's performance.

Problems	Number of Correct Problems		
	Mastering	Developing	Emerging
20	16+	10-15	0-9
10	8+	5-7	0-4
8	6+	4-5	0-3
6	5+	3-4	0-2
5	4+	3	0-2
4	3+	2	0-1
2	2	2	0
	Mastering students plan: Weekly practice (independent) Use module posttests and/or unit tests	Developing students plan: Daily practice (with support) Use module activity sheets (see table on page 2)	Emerging students plan: Intervention Use activity sheets with manipulatives

The Individual Proficiency Record is included on sheet 37 in the student booklet.

Consider preparing packets of activity sheets to meet individual needs throughout the summer.

**Comprehensive Answer Keys**

In addition to the answer keys imbedded in the directions, a comprehensive set can be found on pages 22–25 in this booklet.

**Common Core State Standards**

A list of the Common Core State Standards is included on pages 26–28.

Standard	Modules in the First Grade Standards-Based Program			
	Unit 1	Unit 2	Unit 3	Unit 4
2.OA.1	1-5	4-6		
2.OA.2	1-5			
2.OA.3			5	
2.OA.4			6	
2.NBT.1	6	1		
2.NBT.2		2-3	1	1-2, 5
2.NBT.3	6	2-3		
2.NBT.4	1-6	1, 4-6		
2.NBT.5	3-6	4-6		
2.NBT.6	2-4, 6	4-6	2	
2.NBT.7	1-6	4-6	2-4	
2.NBT.8			1	
2.NBT.9	1-6	5-6	2-4	
2.MD.1				3-5
2.MD.2				3-4
2.MD.3				4
2.MD.4				4-5
2.MD.5				5
2.MD.6				5
2.MD.7				1
2.MD.8				2
2.MD.9				3
2.MD.10				3
2.G.1				6
2.G.2				6
2.G.3				6

**Additional Support**

Visit [www.touchmath.com](http://www.touchmath.com) for product details and ordering information.

2.OA.1

Test sheet 1

### Materials

- Pencils

- ◆ Read the directions with the students. Provide assistance reading the word problems if needed.

🗨️ Problem 1:  
Read the story. Make a drawing.

Problems 2–4:  
Use the chart. Solve. Fill in the bubble.

Problems 5–8:  
Read the story. Write an equation.  
Solve. Fill in the bubble.

1

Read the story. Make a drawing.

There are 15 soccer balls in a bag. Show one way to make two groups of the balls.

1. Drawing will vary.

Use the chart. Solve. Fill in the bubble.

Thursday	Friday	Saturday
22	41	17
Total Customers		
80		

2. The total number of customers was 80. How many customers were there altogether on Friday and Saturday?  
 102  58  72  None of these

3. There were 19 more customers on Friday than on Thursday. How many customers were there on Friday?  
 41  72  31  None of these

4. How many customers were there on Saturday?  
 19  71  63  None of these

Read the story. Write an equation. Solve. Fill in the bubble.

Tia has 15 red balloons, 36 blue balloons, and 24 green balloons.

5. 15 + 36 + 24 = 75

6. How many balloons does she have?  
 55  75  39  None of these

7. How many more blue balloons are there than red balloons?  
 21  19  12  None of these

8. How many more balloons does she need to have 100 balloons?  
 56  17  25  None of these

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### For Test Sheets 2-6

Select the appropriate test sheet for each student's level of performance.

Sheet 2: Addition with TouchPoints on the greater number.

Sheet 3: Addition with strategies. No TouchPoints.

Sheet 4: Subtraction with TouchPoints on the lesser number.

Sheet 5: Subtraction with strategies. No TouchPoints.

Sheet 6: Mixed addition and subtraction. No TouchPoints.

2.OA.2

Test sheet 2

### Materials

- Pencils

- ◆ Use to test addition with TouchPoints. Read the directions with the students.

🗨️ Add.  
Use TouchPoints.  
Write the sum.  
(Read the equation.)

🗨️ (If needed)  
Remind the students to say the greater addend and count on using TouchPoints.

2

Add. Use TouchPoints. Write the sum.

9.  $\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$  10.  $\begin{array}{r} 2 \\ + 2 \\ \hline \end{array}$  11.  $\begin{array}{r} 1 \\ + 6 \\ \hline \end{array}$  12.  $\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$  13.  $\begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$

14.  $\begin{array}{r} 6 \\ + 4 \\ \hline \end{array}$  15.  $\begin{array}{r} 8 \\ + 2 \\ \hline \end{array}$  16.  $\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$  17.  $\begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$  18.  $\begin{array}{r} 9 \\ + 1 \\ \hline \end{array}$

19.  $\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$  20.  $\begin{array}{r} 3 \\ + 6 \\ \hline \end{array}$  21.  $\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$  22.  $\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$  23.  $\begin{array}{r} 6 \\ + 7 \\ \hline \end{array}$

24.  $\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$  25.  $\begin{array}{r} 4 \\ + 8 \\ \hline \end{array}$  26.  $\begin{array}{r} 8 \\ + 9 \\ \hline \end{array}$  27.  $\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$  28.  $\begin{array}{r} 8 \\ + 6 \\ \hline \end{array}$

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2.OA.2 Test sheet 5


**Materials**

- Pencils

- ◆ Use to test subtraction with strategies. Read the directions with the students.

Note: The first two rows test proficiency within 10. The last two rows test proficiency within 20.

Subtract.  
Use strategies.  
Write the difference.  
(Read the equation.)

-  (If needed)  
Remind the students of strategies:
- Relationship of addition and subtraction
  - Subtract 0 or 1
  - Combinations to make 10
  - Doubles
  - Doubles plus or minus 1
  - Patterns

5

Subtract. Use strategies. Write the difference.

69. $\begin{array}{r} 5 \\ - 1 \\ \hline \end{array}$	70. $\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$	71. $\begin{array}{r} 8 \\ - 0 \\ \hline \end{array}$	72. $\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	73. $\begin{array}{r} 6 \\ - 3 \\ \hline \end{array}$
74. $\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$	75. $\begin{array}{r} 10 \\ - 8 \\ \hline \end{array}$	76. $\begin{array}{r} 10 \\ - 9 \\ \hline \end{array}$	77. $\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$	78. $\begin{array}{r} 10 \\ - 6 \\ \hline \end{array}$
79. $\begin{array}{r} 12 \\ - 6 \\ \hline \end{array}$	80. $\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	81. $\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	82. $\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$	83. $\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$
84. $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	85. $\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	86. $\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$	87. $\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$	88. $\begin{array}{r} 13 \\ - 6 \\ \hline \end{array}$

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2.OA.2 Test sheet 6

**Materials**

- Pencils

- ◆ Use to test mixed addition and subtraction with no TouchPoints. Read the directions with the students.

Add or subtract.  
Write the answer.  
(Read the equation.)

6

Add or subtract. Write the answer.

89. $\begin{array}{r} 4 \\ + 2 \\ \hline \end{array}$	90. $\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	91. $\begin{array}{r} 7 \\ - 1 \\ \hline \end{array}$	92. $\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$	93. $\begin{array}{r} 1 \\ + 5 \\ \hline \end{array}$
94. $\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$	95. $\begin{array}{r} 5 \\ + 9 \\ \hline \end{array}$	96. $\begin{array}{r} 9 \\ - 6 \\ \hline \end{array}$	97. $\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	98. $\begin{array}{r} 9 \\ - 8 \\ \hline \end{array}$
99. $\begin{array}{r} 2 \\ + 5 \\ \hline \end{array}$	100. $\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$	101. $\begin{array}{r} 8 \\ + 3 \\ \hline \end{array}$	102. $\begin{array}{r} 6 \\ + 8 \\ \hline \end{array}$	103. $\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$
104. $\begin{array}{r} 4 \\ - 4 \\ \hline \end{array}$	105. $\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$	106. $\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$	107. $\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$	108. $\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$

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Test Sheets 7-8

Standards-Based Proficiency Test

2.OA.3

Test sheet 7

Materials

- Pencils
  - Counters (optional)
- ◆ Read the directions with the students.  
Provide counters to represent the problems if needed.

🗨 Problems 109 and 110:  
(Count the number of objects in the picture.)  
Draw a ring around each pair. Write the number.  
Fill in the bubble (for the choice that matches).

Problems 111 and 112:  
Show the number of objects.  
Draw a ring around each pair.


Problem 113:  
Write the even numbers. Skip count by 2.


Problem 114:  
Read the statement.  
Write the numbers to make the statement true.

🗨 (If needed)  
Use counters to represent the problems.

7

Draw a ring around each pair. Write the number. Fill in the bubble.

109.  = 10  odd  even

110.  = 17  odd  even

Show the number of objects. Draw a ring around each pair.

111. An odd number between 25 and 35  Answers will vary.

112. An even number between 30 and 40  Answers will vary.

Write the even numbers. Skip count by 2.

113. 

2	4	6	8	10	12	14	16	18	20
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Read the statement. Write the numbers to make the statement true.

114. Even numbers have 0, 2, 4, 6, or 8 in the ones place.

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2.OA.4

Test sheet 8

Materials

- Pencils
  - Counters (optional)
- ◆ Read the directions with the students.  
Provide counters to represent the problems if needed.

🗨 Problems 115 and 116:  
Use the array and addition equation.  
(Use the TouchPoints to skip count if needed.)  
Fill in the bubble for the total.


Problems 117 and 118:  
Use the array. Write an addition equation.  
Fill in the bubble for the total.


Problems 119 and 120:  
Read the story.  
Fill in the bubble to answer the question.

🗨 (If needed)  
Use counters to represent the arrays.  
Provide assistance reading the word problems.


8


Use the array and addition equation. Fill in the bubble for the total.

115.   $3 + 3 + 3 + 3 =$   9  12  15

116.   $2 + 2 + 2 =$   5  6  7

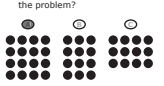
Use the array. Write an addition equation. Fill in the bubble for the total.

117.   $4 + 4 =$   6  7  8

118.   $5 + 5 + 5 + 5 =$   20  25  30

Read the story. Fill in the bubble to answer the question.

There are 4 grocery bags. Each bag has 4 oranges.

119. Which array shows the problem? 

120. How many oranges are there?  10 oranges  15 oranges  16 oranges

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