## TCAP Alternate Grade 2 Mathematics

## Alternate Mathematics Testing Structure

The testing structure for mathematics reflects both the number of operational assessment items and the number of field test assessment items.

| Grade | Administration Window** |
| :---: | :--- |
| 2 | Multiple untimed sessions <br> $\bullet ~ 38 ~ m u l t i p l e ~ c h o i c e ~ i t e m s ~(32 ~ o p e r a t i o n a l ~ i t e m s ~ a n d ~ 6 ~ f i e l d ~ t e s t ~ i t e m s) ~$ |

*Teachers may administer the assessment in as many sessions as necessary throughout the entire administrationwindow.

TCAP Grade 2 Alternate Mathematics Blueprints
The blueprints reflect only operational assessment.

| Grade 2 |  |  |  |
| :---: | :---: | :---: | :---: |
| Content |  | \# of items | \% of test |
| Computatio | n with Whole Numbers | 7-9 | 22\%-28\% |
| 2.OA.A1Solve word problems within 20. <br> Solve word problems within 100. |  |  |  |
| 2.OA.B.2 Model addition and subtraction with base ten blocks within 20. |  |  |  |
| Numbers Relationships and Patterns |  | 16-17 | 50\%-53\% |
| 2.NBT.A. 1 | Build representations of two-digit numbers using tens and ones. |  |  |
| 2.NBT.A. 2 | Skip count by 5s. Skip count by 10s. Skip count by 100s. |  |  |
| 2.NBT.A. 3 | Write or select the numerals 0-100. |  |  |
| 2.NBT.A. 4 | Compare (greater than, less than, equal to) two numbers up to 100. |  |  |
| 2.NBT.B. 7 | Use diagrams and number lines to solve addition or subtraction problems. Compose ones into tens and/or tens into hundreds in addition situations. Decompose tens into ones and/or hundreds into tens in subtraction situations. |  |  |
| Measurement Concepts |  | 4-5 | 13\%-16\% |
| 2.MD.A. 1 | Select the appropriate tool and unit of measurement to measure an object (e.g., ruler or yardstick; inches or feet). |  |  |
| 2.MD.B. 6 | Use diagrams and number lines to solve addition or subtraction problems. |  |  |
| Data and Geometric Concepts |  | 2-4 | 6\%-13\% |
| 2.G.A. 3 | Partition circles and rectang Label a partitioned shape ( one whole circle was separ | parated into | o halves; |

