

Tennessee Comprehensive Assessment Program

TCAP

Math Grade 2 Item Release





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Metadata- Math

Items

Page Number	UIN	Grade	Item Type	Key	DOK	TN Standards	Calculator
4	TN0001907	02	MC	C	1	2.NBT.A.2	N
5	TN0001910	02	MC	B	1	2.NBT.A.4	N
6	TN0001921	02	MC	A	2	2.MD.C.8	N
8	TN0001924	02	MC	A	2	2.MD.D.9	N
10	TN0001929	02	MC	C	2	2.G.A.3	N
12	TN0001935	02	MS	A,C,D	1	2.OA.B.2	N
13	TN0034392	02	MC	D	1	2.NBT.A.1	N
14	TN127943	02	MS	A,D,E	1	2.NBT.B.5	N
15	TN127947	02	MC	B	2	2.OA.C.3	N
17	TN127967	02	MS	A,B,E	1	2.NBT.B.5	N
18	TN127997	02	MC	B	2	2.MD.C.8	N
19	TN128021	02	MC	D	1	2.MD.A.1	N
20	TN128661	02	MC	A	2	2.G.A.1	N
21	TN128732	02	MC	C	2	2.MD.B.5	N
23	TN129299	02	MC	B	2	2.MD.A.4	N

Metadata Definitions:

UIN	Unique letter/number code used to identify the item.
Grade	Grade level or Course.
Item Type	Indicates the type of item. MC= Multiple Choice; MS= Multiple Select
Key	Correct answer. This may be blank for constructed response items where students write or type their responses.
DOK	Depth of Knowledge (cognitive complexity) is measured on a three-point scale. 1 = Recall or simple reproduction of information; 2 = Skills and concepts: comprehension and processing of text; 3 = Strategic thinking, prediction, elaboration.
TN Standards	Primary educational standard assessed.
Calculator	Y for items that permit calculator use.

00**Which set of numbers shows skip-counting by tens?***Give the students time to answer the question.*

Which set of numbers shows skip-counting by tens?

- Ⓐ 510, 610, 710, 810, 910
- Ⓑ 517, 617, 717, 817, 917
- Ⓒ 543, 553, 563, 573, 583
- Ⓓ 560, 561, 562, 563, 564

00

A digit is missing in this number sentence.

Pause while students read the number sentence.

What digit goes in the box to make the number sentence true?

Give the students time to answer the question.

A digit is missing in this number sentence.

$$375 = \square 75$$

What digit goes in the box to make the number sentence **true**?

- (A) 2
- (B) 3
- (C) 5
- (D) 7

00

Marta has these coins.

Pause while students look at the coins.

Marta gets some more coins. She now has 70¢. Which of these could be the set of coins that Marta gets?

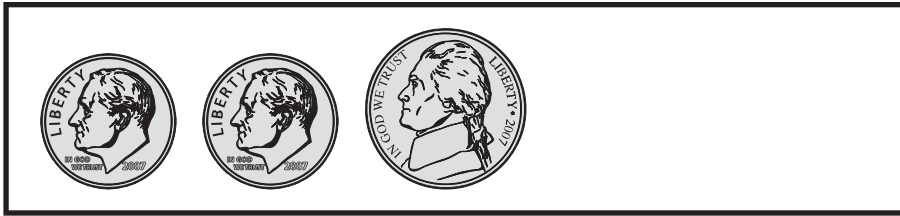
Give the students time to answer the question.

Marta has these coins.



Marta gets some **more** coins. She **now** has 70¢. Which of these could be the set of coins that Marta gets?

A



B



C



D



00

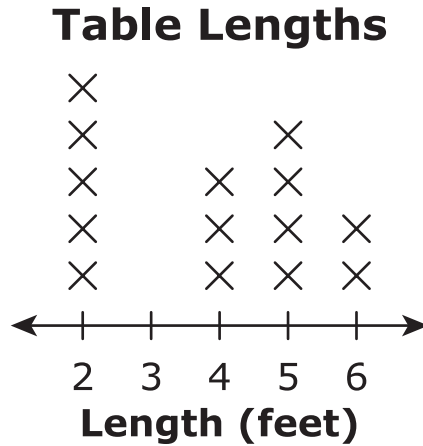
This line plot shows the lengths of some tables.

Pause while students read the line plot.

Which tally chart shows the lengths of the tables?

Give the students time to answer the question.

This line plot shows the lengths of some tables.



Which tally chart shows the lengths of the tables?

(A)

Table Lengths

Length (feet)	2	3	4	5	6
Number of Tables	 				

(B)

Table Lengths

Length (feet)	2	3	4	5	6
Number of Tables	 				

(C)

Table Lengths

Length (feet)	2	3	4	5	6
Number of Tables				 	

(D)

Table Lengths

Length (feet)	2	3	4	5	6
Number of Tables					

TN0001929_3

00

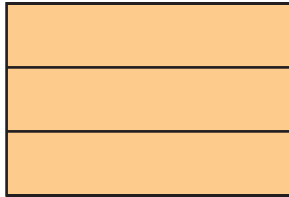
This rectangle has equal-sized parts.

Pause while students look at the rectangle.

Which rectangle has the same number of equal-sized parts?

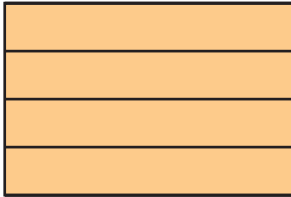
Give the students time to answer the question.

This rectangle has equal-sized parts.

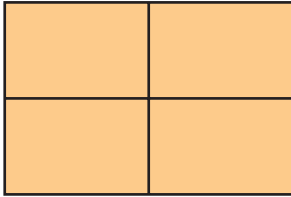


Which rectangle has the same number of equal-sized parts?

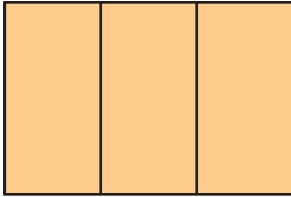
A



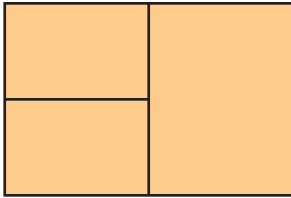
B



C



D



TN0001935_1,3,4

00

Which equations are **true**? Choose the **three** correct answers.

A $22 + 6 = 28$

B $19 + 4 = 25$

C $17 + 7 = 24$

D $15 - 2 = 13$

E $12 - 3 = 11$

TN0034392_4

00

Which of these is the same as 819?

- Ⓐ 8 tens and 19 tens
- Ⓑ 8 tens and 19 ones
- Ⓒ 8 hundreds and 19 tens
- Ⓓ 8 hundreds and 19 ones

TN127943_1,4,5

00

Which sums and differences are equal to 62? Choose the **three** correct answers.

(A) $92 - 30$

(B) $46 + 26$

(C) $80 - 2$

(D) $17 + 45$

(E) $34 + 28$

This picture shows some balloons.

Pause while students look at the balloons.

Which of these best tells why the number of balloons is odd or even?

Answer A: There are three groups of two balloons. The number of balloons is odd.

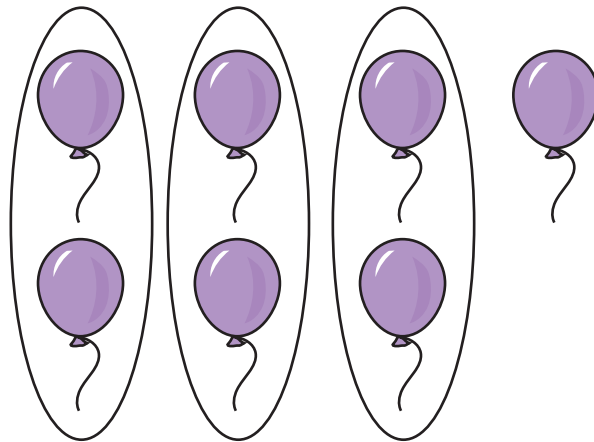
Answer B: One balloon is not in a group of two balloons. The number of balloons is odd.

Answer C: There are three groups of two balloons. The number of balloons is even.

Answer D: One balloon is not in a group of two balloons. The number of balloons is even.

Give the students time to answer the question.

This picture shows some balloons.



Which of these **best** tells why the number of balloons is odd or even?

- Ⓐ There are three groups of two balloons. The number of balloons is odd.
- Ⓑ One balloon is not in a group of two balloons. The number of balloons is odd.
- Ⓒ There are three groups of two balloons. The number of balloons is even.
- Ⓓ One balloon is not in a group of two balloons. The number of balloons is even.

TN127967_1,2,5

00

Which sums and differences are equal to 36? Choose the **three** correct answers.

A $17 + 19$

B $86 - 50$

C $60 - 26$

D $28 + 18$

E $50 - 14$

00

Teo has these coins.**2 quarters, 2 dimes, 4 nickels****Teo will give 3 of his coins to Luis. What is the most money Teo could give to Luis?***Give the students time to answer the question.*

Teo has these coins.

2 quarters, 2 dimes, 4 nickels

Teo will give 3 of his coins to Luis. What is the **most** money Teo could give to Luis?

- Ⓐ 15¢
- Ⓑ 60¢
- Ⓒ 75¢
- Ⓓ 90¢

00**Which of these could be measured using a meter stick?****Answer A: the temperature in an oven****Answer B: the number of leaves on a tree****Answer C: the weight of an apple****Answer D: the length of a rug***Give the students time to answer the question.*

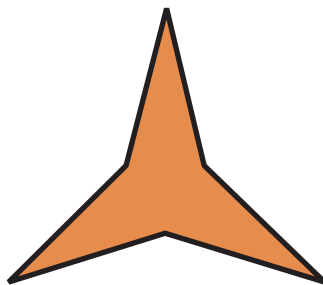
Which of these could be measured using a meter stick?

- Ⓐ the temperature in an oven
- Ⓑ the number of leaves on a tree
- Ⓒ the weight of an apple
- Ⓓ the length of a rug

00

TN128661_1

Here is a shape.



What is the name of the shape?

- (A) hexagon
- (B) triangle
- (C) pentagon
- (D) quadrilateral

00**Here are the lengths of three bridges.***Pause while students read the lengths.***Rita writes this equation.***Pause while students read the equation.***Which of these could Rita's equation be used to find?****Answer A: the sum of the lengths of all three bridges****Answer B: the sum of the lengths of Center Bridge and Green Bridge****Answer C: how many meters longer Green Bridge is than Center Bridge****Answer D: how many meters longer Center Bridge is than Mill Bridge***Give the students time to answer the question.*

Here are the lengths of three bridges.

Green Bridge 30 meters	Center Bridge 26 meters	Mill Bridge 22 meters
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Rita writes this equation.

$$26 + \square = 30$$

Which of these could Rita's equation be used to find?

- Ⓐ the sum of the lengths of all three bridges
- Ⓑ the sum of the lengths of Center Bridge and Green Bridge
- Ⓒ how many meters longer Green Bridge is than Center Bridge
- Ⓓ how many meters longer Center Bridge is than Mill Bridge

00

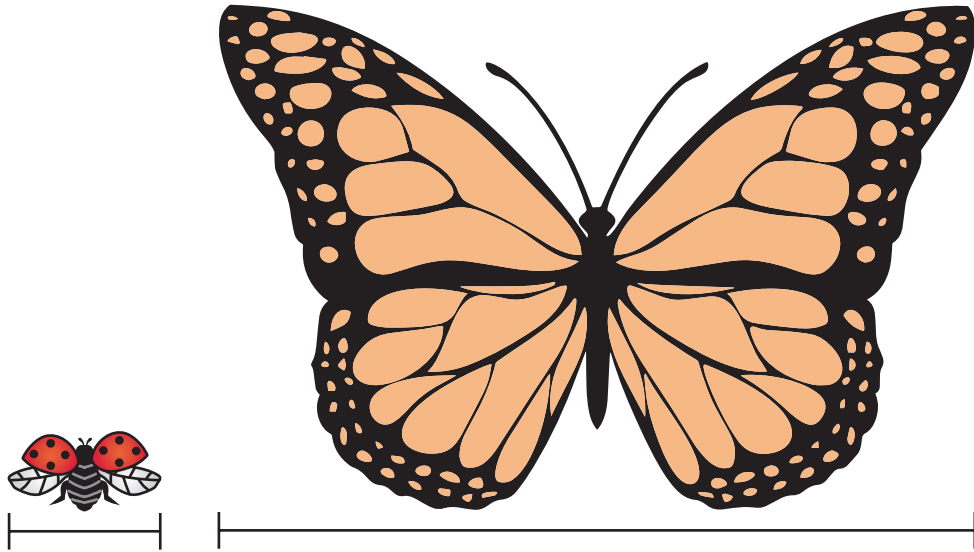
Use the centimeter side of your ruler to measure the width of the ladybug and the width of the butterfly to the nearest centimeter.

Pause while students measure the width of each figure.

How many centimeters shorter is the width of the ladybug than the width of the butterfly?

Give the students time to answer the question.

Use the centimeter (cm) side of your ruler to measure the width of the ladybug and the width of the butterfly to the nearest centimeter.



How many centimeters **shorter** is the width of the ladybug than the width of the butterfly?

- (A) 2
- (B) 8
- (C) 10
- (D) 12

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