Maths Test Bank Year 2

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A FIVE SENSES PUBLICATION

SAMPLE

CONTENTS

ASSESSMENT *OF* AND *FOR* LEARNING: INTRODUCTION 4
GRADING GUIDE 6
CURRICULUM OVERVIEW 7

ASSESSMENT *OF* AND *FOR* LEARNING: THE TESTS

NUMBER AND ALGEBRA

1A Place value 10
1B Mental strategies for addition and subtraction 12
1C Written strategies for addition and subtraction 14
1D Multiplication (repeated addition/arrays) 16
1E Division (equal sets) 18
2A Fractions of objects 20
2B Fractions of collections 22
3A Equivalent values 24
3B Counting collections 26
4A Describing patterns 28
4B Number sentences 30

MEASUREMENT AND GEOMETRY

5A Length and area 32
5B Capacity and volume 34
5C Mass 36
5D Time 38
5E Months and seasons 40
5F Calendars 42
6A 2D shapes 44
6B 3D objects 46
7A Interpreting maps 48
7B Slides and flips 50
7C Half-turns and quarter-turns 52

STATISTICS AND PROBABILITY

8A Collecting data 54
8B Collecting and classifying data 56
8C Representing and interpreting data 58
8D Chance 60

FROM ASSESSMENT TO INSTRUCTION: TEACHER SUPPORT 62

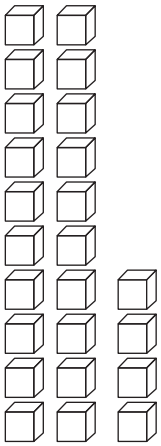
ANSWERS 66

SAMPLE

1A Place value (Part 1)

1 Shade one bubble

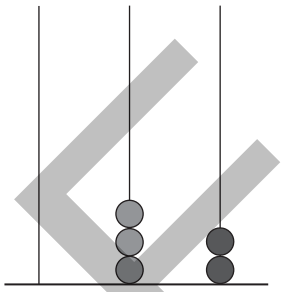
How many ones are there?



- ◯ 14
- ◯ 12
- ◯ 42
- ◯ 24

2 Shade one bubble

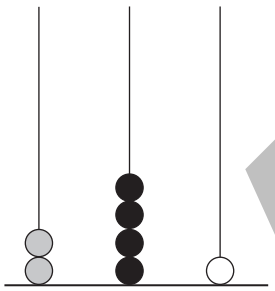
What number is shown?



- ◯ 23
- ◯ 32
- ◯ 20
- ◯ 30

3 Shade one bubble

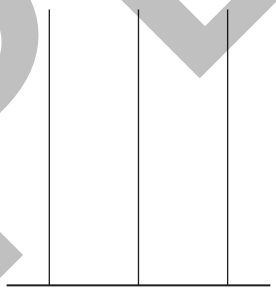
What are the four black beads worth?



- ◯ 4
- ◯ 20
- ◯ 40
- ◯ 400

4 Draw on the abacus

Draw beads to show 437.



5 Shade one bubble

Which is the biggest number in this list?

- ◯ 357
- ◯ 735
- ◯ 573
- ◯ 753

6 Shade one bubble

Which number says two hundred and twenty-eight?

- ◯ 20 028
- ◯ 208
- ◯ 200 208
- ◯ 228

7 Shade one bubble

Which number is **more** than 198 but **less** than 208?

- ◯ 189
- ◯ 981
- ◯ 199
- ◯ 209

8 Fill in the blanks

This is part of a hundred chart. Fill in the blanks.

	47		
		58	
76			

SAMPLE

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1 Lily has some $10 notes.

a If she has 6 of them she has:

◯ $6 ◯ $60 ◯ $16 ◯ $600

b If she has 16 $10 notes, how much money does she have?

2 Alex has 273 marbles.

a Is the number closer to 200 or 300?

b Alex says he has about 280 marbles. His sister says he has about 270 marbles. Who is right? Give a reason for your answer.

3 Tess has about 300 stickers. The exact number can be made using each of the following digits once:

8, 2, 3

a There are two numbers that the exact number could be. What are they?

b The exact number has an 8 in the tens column. What is the exact number?

4 Tom and Amy were watching a game show on television. The prize money was shown like this:

$	2	7	9

The winner could choose prize money to the value of **one** of the digits.

Amy said, "Choose 9. That's the biggest number."

How could Tom explain to Amy that the best choice is 2?

SAMPLE

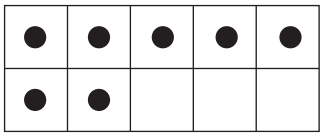
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1B Mental strategies for addition and subtraction (Part 1)

1 Shade one bubble

What do we add to make 10?

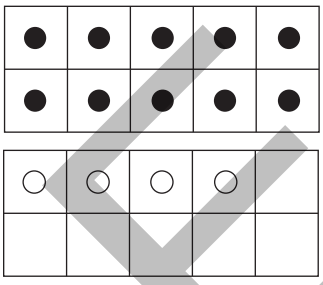
- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5



2 Shade one bubble

What do we subtract to make 10?

- ◯ 2
- ◯ 3
- ◯ 4
- ◯ 5



3 Shade one bubble

What is 25 + 7? You could use 'getting to 10' to find the answer.

- ◯ 32
- ◯ 33
- ◯ 34
- ◯ 35

4 Shade one bubble

What is 24 – 9? You could use 'getting to 10' to find the answer.

- ◯ 18
- ◯ 177
- ◯ 16
- ◯ 15

5 Shade one bubble

Which of these is a way to split 17 + 12?

- ◯ 10 + 10 + 7 + 2
- ◯ 10 + 1 + 7 + 2
- ◯ 10 + 10 + 70 + 2
- ◯ 10 + 10 + 7 + 20

6 Shade one bubble

Split the numbers to add 23 + 14.
The answer is:

- ◯ 27
- ◯ 34
- ◯ 64
- ◯ 37

7 Fill in the blanks

Write + or – and = so the number sentences make sense.

12 ☐ 4 ☐ 16

4 ☐ 12 ☐ 16

16 ☐ 4 ☐ 12

16 ☐ 12 ☐ 4

8 Fill in the blanks

Write + or – and = so the number sentences make sense.

25 ☐ 8 ☐ 17

14 ☐ 15 ☐ 29

6 ☐ 5 ☐ 5 ☐ 6

13 ☐ 5 ☐ 5 ☐ 3

SAMPLE

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1B Mental strategies for addition and subtraction (Part 2)

1 If you add 36 and 25, the answer is 61.
You can get an answer of 61 in other ways.
Follow the rules to make
each addition sentence correct:

- Each one is different.
- Each box must be filled.

a 3 ☐ + 2 ☐ = 61

b 3 ☐ + 2 ☐ = 61

c 3 ☐ + 2 ☐ = 61

2 This is the way that Alex added 14 + 15:

"14 and 15 are nearly the same. I doubled 14 to make 28. Then I added 1 more. So, 14 + 15 = 29."

a What is another way that you could add 14 + 15 in your head?

b Which strategy do you prefer? Why?

3 Fill in the blanks on each line. Make each line different. The answer is always 8.
The first one has been done for you.

a 17 − 9 = 8 **b** ☐☐ − ☐ = 8

c ☐☐ − ☐ = 8 **d** ☐☐ − ☐ = 8

4 Jack, Tess and Alex show how many pencils they have. Jack has 19. Tess has five less than Jack but she has three more than Alex.

How many pencils do Tess and Alex have?

SAMPLE

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ANSWERS

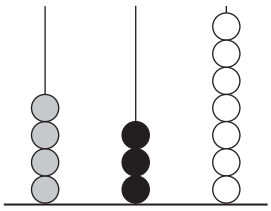
1A (PART 1)

1 24

2 32

3 40

4



5 753

6 228

7 199

8

46	47	48	49
56	57	58	59
66	67	68	69
76	77	78	79

1A (PART 2)

1 a $60

1 b $160

2 a 300

2 b His sister (teacher to check reasoning, e.g. because 273 is only 3 away from 270 but it is 7 away from 280)

3 a 328 or 283

3 b 283

4 Teacher to check, e.g. 9 means only $9 because it is in the ones place, but the 2 means $200 because it is in the hundreds place

1B (PART 1)

1 3

2 4

3 32

4 15

5 10 + 10 + 7 + 2

6 37

7 12 + 4 = 16
4 + 12 = 16
16 − 4 = 12
16 − 12 = 4

8 25 − 8 = 17
14 + 15 = 29
6 + 5 = 5 + 6
13 − 5 = 5 + 3
6 + 5 − 5 = 6

1B (PART 2)

1 Teacher to check (look for students who see a pattern, such as increasing the 1st addend by one and decreasing the 2nd by one each time to give the answer of 61)

2 a Teacher to check, e.g. I split the tens and ones and added 10 + 10 = 20 and 4 + 5 = 9, so the total is 29.

2 b Teacher to check choice and reasoning, e.g. I prefer near doubles because it's easier to understand.

3 Teacher to check (look for students who see a pattern, such as decreasing each number by one each time)

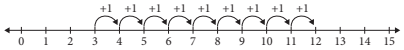
4 Tess has 14 pencils and Alex has 11.

1C (PART 1)

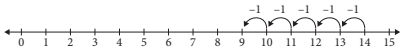
1 4 + 9 = 13

2 7 − 5 = 2

3 3 + 9 = 12



4 14 − 5 = 9



5 15 + 14 = 29

6 29 − 15 = 14

7 14 + 7 = 21
21 − 7 =14

8 25 − 12 = 13
13 + 12 = 25

1C (PART 2)

1 a 17

1 b Teacher to check, e.g. I doubled 16 and it made 32. So, I added 1 more to get 17.

2 a No

2 b 27 (27 + 16 = 43) Teacher to check strategy

3 a 73

3 b 37

3 c 36 (73 − 37 = 36) Teacher to check strategy

4 a $53

4 b $19

4 c $16

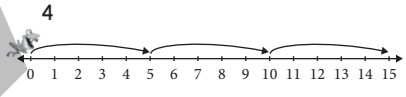
1D (PART 1)

1 2s

2 16

3 four 2s are 8

4



5 3 + 3 + 3 + 3 + 3 = 15, 5 3s are 15

6 4 + 4 + 4 + 4 = 16, 4 4s are 16

7 15, 25, 40 and 45

8 21 (7 × 3) Teacher to check drawing

1D (PART 2)

1 a 12

1 b 8

1 c 6

1 d Teacher to check, e.g. because if you skip count in 5s you do not land on 24

2 a Teacher to check, e.g.1 group of 20, 20 groups of 1, 10 groups of 2, 4 groups of 5, 5 groups of 4

2 b Teacher to check, e.g. 10 groups of 2 so that each person has a partner

3 Teacher to check:

- **a** If you skip count by 5, the number always ends in 5 or 0.
- **b** If you skip count by 2, the number always ends in 2, 4, 6, 8 or 0.
- **c** If you skip count by 10, the number always ends in 0.

4 a 12

4 b Teacher to check, e.g. I am lower than 20. You will land on me if you skip count by 3s and 5s. What number am I?

1E (PART 1)

1 4 rows of 3

2 4

3 6 ÷ 2 = 3

4 Student draws 3 groups of 3. 9 ÷ 3 = 3

5 equal groups of 5

6 2, 5 or 10 people

7 Student draws 4 marbles in each jar:
20 ÷ 5 = 4 (accept 20 ÷ 4 = 5)

8 They will get 7 marbles each and 2 will be left over.

1E (PART 2)

1 a 3 people or 5 people

1 b Teacher to check, e.g. because 4 people would get 3 each but there would be 1 left over

2 a 2 groups of 9, 9 groups of 2, 3 groups of 6, 6 groups of 3

2 b 2

3 a 5 fruit pops

3 b 3 fruit pops

4 a Number must be an appropriate class size (e.g. between 15 and 30) that is not a multiple of 4, such as 15, 17, 18, 19, 21, 22, 23, 25, 26, 27, 29 and 30.

4 b Number must be a multiple of 6 and an appropriate class size (e.g. 18 or 30). It can't be 24 because that is divisible by 4.

2A (PART 1)

1 a half

2 a quarter

3 $\frac{1}{2}$

4 $\frac{1}{8}$

5 The pieces are not all the same size.

SAMPLE

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