Second Grade EOY Math ASSESSMENT

Student Name: _____

Teacher Name: _____

Date: _____

Recommendations and Guidelines for Use of Benchmark Assessment

Assembled for public school educators, this benchmark measures students' math fact fluency, mathematical processing, and problem-solving skills. The key attributes and instructional benefits of this benchmark are outlined below.

1.) Each assessment requires a cover sheet where students will record their name, teacher's name, and the date. Please ensure scratch paper is readily available for students who need extra room to show their work. Introducing scratch paper now is an important step in building stamina for the digital standardized testing environment they will encounter starting in third grade.

2.) To properly prepare students for success, teachers should review the EOY assessment at the beginning of the school year. This proactive review ensures a deep understanding of the required curriculum rigor, allowing educators to intentionally align their instructional standards from day one.

3.) The End-of-Year (EOY) assessment prioritizes core numeracy, evaluating students on number lines, basic fractions, partitioning of 2-dimensional figures, 3-D space figures, coins, computation, polygons, and place value**.** To support this work, educators are highly encouraged to download the free second-grade curricular spaced repetition guide available at the website listed in the footer of this document.

4.) This assessment is structured as a two-day administration to accommodate young learners. On the first day, students will complete the 5-minute math fact fluency tests for addition and subtraction. These assessments are the **third-grade standard** of 100 addition and subtraction single digit mixed, respectively. The 27-question MOY assessment will be administered on the second day. To support students who may struggle with a longer testing window, teachers have the flexibility to split the 25-question portion into two shorter segments (14 and 13 questions), administering one half in the morning and the remaining half in the afternoon.

5.) Specifically, the State of Texas is shifting toward a three-tiered standardized testing schedule in the 2027-8 school year, replacing the standalone traditional end-of-year assessment. Regardless of whether the November midterm election results alter this policy with a new democratically elected governor, incoming third graders must be academically prepared. Current middle-of-year (MOY) and end-of-year (EOY) data points are critical, as they clearly indicate whether these students are performing on grade level before transitioning to the intermediate grades.

6.) There is a FREE fall and spring problem solving and curriculum guide resource for both the TEKS and CCSS standards available for free download at the website provided below.

7.) To ensure all students master grade-level curriculum, educators must shift away from the traditional, rigid timeline of daily instruction. The historical practice of presenting a lesson and moving forward regardless of student understanding inevitably creates severe numeracy skill gaps – a methodology that has proven ineffective for decades. Instead, teachers must intentionally integrate threshold and spaced repetition into their daily pedagogy. Educators interested in implementing this high-impact strategy can find complete definitions and frameworks on the website provided in the footer of this document.

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Addition - Mixed Practice

Name: _____

Date: _____

Directions: **Add and find each sum (Mixed)**

6 + 6	2 + 7	3 + 9	7 + 3	1 + 3	10 + 2	8 + 0	9 + 5	7 + 7	1 + 7
1 + 1	8 + 7	4 + 3	5 + 1	2 + 3	8 + 5	5 + 3	0 + 3	10 + 9	6 + 4
6 + 7	9 + 1	10 + 7	8 + 3	3 + 4	9 + 7	3 + 6	6 + 0	2 + 1	10 + 2
8 + 8	4 + 0	7 + 4	5 + 1	4 + 4	9 + 8	3 + 7	10 + 6	5 + 5	3 + 6
7 + 2	10 + 5	9 + 4	2 + 5	4 + 8	7 + 8	6 + 2	10 + 6	6 + 8	2 + 2
8 + 5	9 + 6	0 + 6	5 + 7	10 + 1	8 + 8	3 + 8	0 + 1	5 + 5	9 + 9
4 + 4	9 + 3	1 + 9	2 + 2	4 + 6	6 + 7	9 + 8	0 + 0	2 + 4	8 + 2
8 + 1	10 + 4	2 + 6	8 + 4	5 + 6	7 + 4	2 + 0	10 + 10	1 + 3	8 + 6
2 + 8	3 + 0	9 + 2	3 + 2	6 + 6	5 + 4	9 + 5	2 + 0	9 + 9	6 + 5
7 + 9	2 + 1	5 + 4	6 + 9	4 + 2	10 + 3	9 + 4	8 + 1	5 + 3	9 + 5

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Subtraction - Mixed Practice

Name: _____

Date: _____

Directions: **Subtract and find each difference. (Mixed)**

9 - 2	6 - 3	9 -7	13 - 5	8 -5	7 -3	11 -3	10 -6	8 -2	17 -8
11 - 8	10 -4	9 -5	13 -5	15 -7	15 -6	7 -4	4 -2	16 - 8	9 -2
6 - 4	7 -2	12 -7	9 - 3	4 -2	11 -3	8 -5	11 -5	16 -9	13 -9
5 - 2	12 -4	14 -5	12 -9	8 -6	10 -4	12 -7	16 -7	11 -6	15 -6
16 - 9	8 -2	13 -4	5 -3	12 -6	12 -5	16 -7	7 -5	13 -6	17 -9
10 - 2	6 -2	11 -4	15 -9	14 -6	10 -8	18 -9	12 -4	9 -4	13 -8
16 - 9	5 -2	14 -9	11 -6	15 -8	6 -3	10 -5	14 -9	7 -3	11 -8
9 - 6	13 -7	15 -7	11 -2	8 -4	13 -4	10 -8	7 -5	12 -8	7 -2
5 - 3	10 -6	9 -4	16 -8	14 -6	8 -3	6 -2	8 -4	15 -8	8 -3
12 - 3	8 -6	13 -9	10 -10	11 -9	12 -8	11 -7	15 -9	9 -7	14 -7

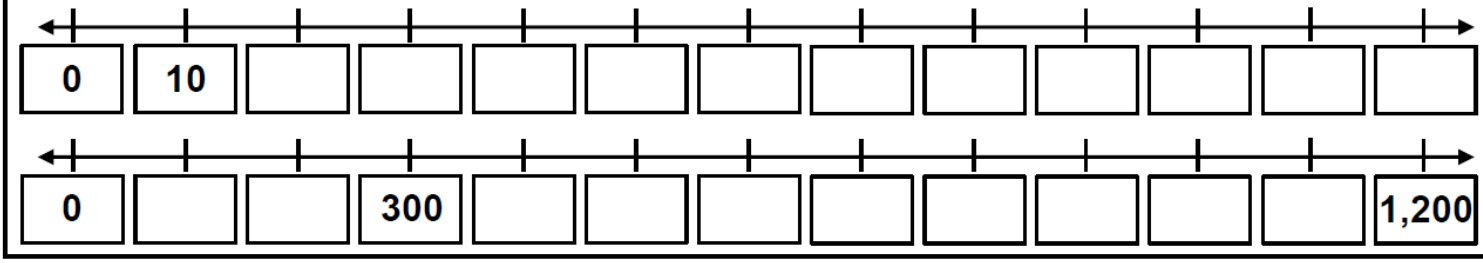
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Second Grade Mathematics EOY Benchmark Test

Directions: Answer all questions. Mark your answers on the test in the box or on the line provided.

1. *Fill* in the missing boxes on the number lines (**multiples of 10 and 100**).



2. *Write* the time shown on each clock.

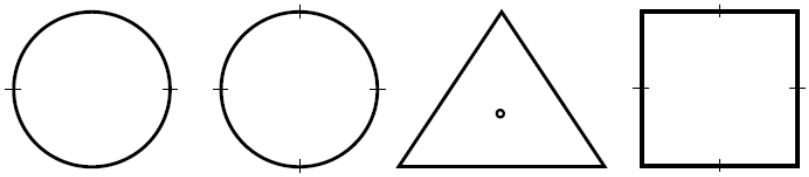


3. Greg saves $10 each week. How much money will Greg save in 3 weeks?

Ⓐ $ 10 Ⓒ $ 30

Ⓑ $ 20 Ⓓ $ 40

4. *Partition* and *shade* each fraction.



1/2 1/4 2/3 4/4

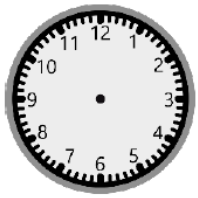
5. Jo has 8 cards. Al has half the cards Jo does. Tim has double the cards Jo owns.

How many cards do Al and Time own?

Al's cards = ____

Tim's cards = ____

6. *Add* the missing hands on the clock face.

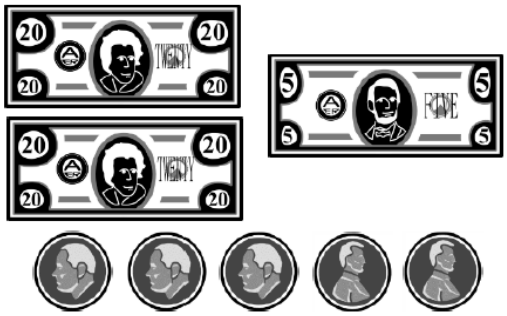


5 o'clock

7. *Match* object with the description.

square	three vertices
trapezoid	no angles
triangle	four equal angles
circle	four sides

8. Calculate the total amount of money in bills and coins below.



___dollars ___cents = $___.___

9. Kim ran 9 miles. Jim logged 12 miles, and Bo ran 16 miles.

How much farther did Bo run than Kim?

___ miles

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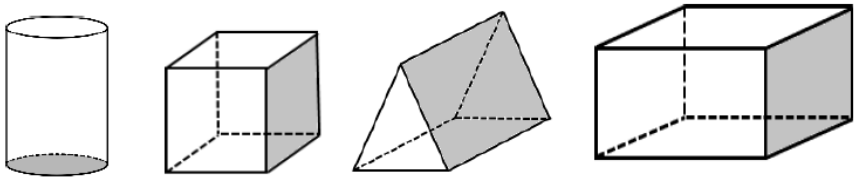
Second Grade Mathematics EOY Benchmark Test

10. *Add*:

$$\begin{array}{r} 38 \\ +\ 51 \\ \hline \end{array} \qquad \begin{array}{r} 476 \\ +\ 16 \\ \hline \end{array}$$

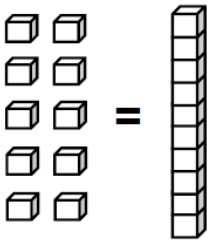
$$\begin{array}{r} 130 \\ +\ 360 \\ \hline \end{array} \qquad \begin{array}{r} 267 \\ +\ 243 \\ \hline \end{array}$$

11. *Match* the space figure with its name.



cube | rectangular prism | cylinder | triangular prism

12. How many 1's in a 10?



☐ **ONES**

equal

☐ **TEN**

13. *Write* in **word form**.

95 = _____

88 = _____

13 = _____

14. *Complete*.

468

___ tens = ___

333

___ hundreds = ___

15. The table shows the number of votes that 3 boys for the second grade school president.

Calculate the total number of votes for each boy.

Boy	Votes for 2nd Grade School President	Total
Pedro	𝍸 𝍸 𝍸 𝍸 𝍸 |	
Luis	𝍸 𝍸 𝍸 𝍸 𝍸 |||	
Sal	𝍸 𝍸 𝍸 |	

a.) What is the difference between Pedro and Sal's vote totals? ☐

b.) How many more votes did Luis receive than Sal? ☐

c.) What is the total number of Pedro and Luis' votes? ☐

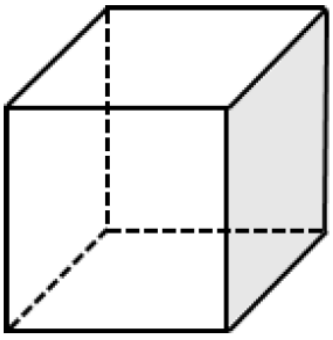
16. *Find* the **edges, vertices** and **faces.**

Use a check (✓) on each **edge.**
Use a circle on each **vertex.**
Use an "X" on each **face.**

Edges: _____

Vertices: ____

Faces: _____



Cube

17. *Order* the three numbers from **Greatest to Least.** *Compare* using < , > , = on the line provided.

243 204 204

_____

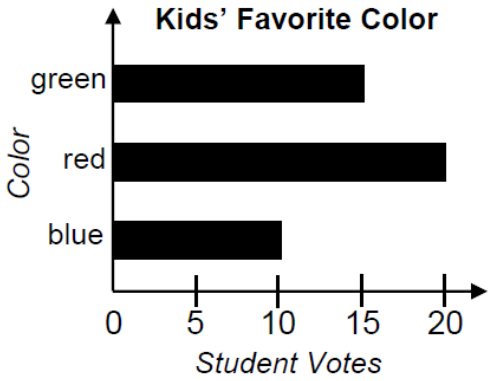
354 386 350

_____

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Second Grade Mathematics EOY Benchmark Test

18. The **bar graph** shows the favorite color of second grade students at Hill Elementary.



a.) Write the vote total at the end of each bar on the graph.

b.) What color received the most votes? The fewest?

Most = _____ **Fewest =** _____

c.) How many total students voted? ☐

d.) How many more students voted for green than blue? ☐

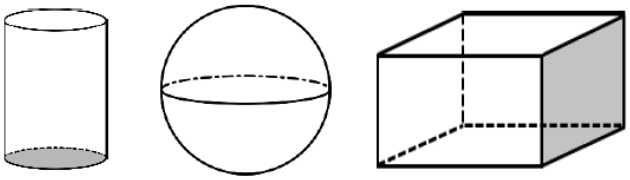
19. *Add.*

$$\begin{array}{r} 503 \\ +\ \ 9 \\ \hline \end{array} \qquad \begin{array}{r} 632 \\ +\ 279 \\ \hline \end{array}$$

20. *Subtract.* Regrouping possible.

$$\begin{array}{r} 86 \\ -\ 54 \\ \hline \end{array} \qquad \begin{array}{r} 61 \\ -\ 38 \\ \hline \end{array} \qquad \begin{array}{r} 49 \\ -\ \ 7 \\ \hline \end{array} \qquad \begin{array}{r} 513 \\ -\ 121 \\ \hline \end{array}$$

21. *Match* the space figure to the name.



Cylinder **Rectangular Prism** **Sphere**

22. Kimberly is 65 inches tall.

Her sister is 41 inches in height.

What is the difference in their heights?

☐ inches

23. James has 11 cents.

Bill has 13 cents.

Frank has 22 cents.

How much money do all three boys have together?

☐ cents

24. Which is the example of **<u>lending</u>**.

Borrowers receive money.
Lenders provide money.

Ⓐ Buying bread at the store.

Ⓑ A bank giving a loan.

Ⓒ Depositing money at the bank.

Ⓓ Stealing candy from the store.

25. *Write* **fact family.**

6 13 7

\+ \+ \- \-

__ __ __ __

13

26. *Ring* ONLY the **even numbers**.

10 3 6 11

24 13 40 31

27. A New Jersey State road number is shown below.

469

What is the value of the 4? _____

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Second Grade EOY Math ASSESSMENT

ANSWER KEYS - SOLUTIONS

Addition - Mixed Practice - Solutions

Directions: **Add and find each sum (Mixed)**

6 + 6 = **12**	2 + 7 = **9**	3 + 9 = **12**	7 + 3 = **10**	1 + 3 = **4**	10 + 2 = **12**	8 + 0 = **8**	9 + 5 = **14**	7 + 7 = **14**	1 + 7 = **8**
1 + 1 = **2**	8 + 7 = **15**	4 + 3 = **7**	5 + 1 = **6**	2 + 3 = **5**	8 + 5 = **13**	5 + 3 = **8**	0 + 3 = **3**	10 + 9 = **19**	6 + 4 = **10**
6 + 7 = **13**	9 + 1 = **10**	10 + 7 = **17**	8 + 3 = **11**	3 + 4 = **7**	9 + 7 = **16**	3 + 6 = **9**	6 + 0 = **6**	2 + 1 = **3**	10 + 2 = **12**
8 + 8 = **16**	4 + 0 = **4**	7 + 4 = **11**	5 + 1 = **6**	4 + 4 = **8**	9 + 8 = **17**	3 + 7 = **10**	10 + 6 = **16**	5 + 5 = **10**	3 + 6 = **9**
7 + 2 = **9**	10 + 5 = **15**	9 + 4 = **13**	2 + 5 = **7**	4 + 8 = **12**	7 + 8 = **15**	6 + 2 = **8**	10 + 6 = **16**	6 + 8 = **14**	2 + 2 = **4**
8 + 5 = **13**	9 + 6 = **15**	0 + 6 = **6**	5 + 7 = **12**	10 + 1 = **11**	8 + 8 = **16**	3 + 8 = **11**	0 + 1 = **1**	5 + 5 = **10**	9 + 9 = **18**
4 + 4 = **8**	9 + 3 = **12**	1 + 9 = **10**	2 + 2 = **4**	4 + 6 = **10**	6 + 7 = **13**	9 + 8 = **17**	0 + 0 = **0**	2 + 4 = **6**	8 + 2 = **10**
8 + 1 = **9**	10 + 4 = **14**	2 + 6 = **8**	8 + 4 = **12**	5 + 6 = **11**	7 + 4 = **11**	2 + 0 = **2**	10 + 10 = **20**	1 + 3 = **4**	8 + 6 = **14**
2 + 8 = **10**	3 + 0 = **3**	9 + 2 = **11**	3 + 2 = **5**	6 + 6 = **12**	5 + 4 = **9**	9 + 5 = **14**	2 + 0 = **2**	9 + 9 = **18**	6 + 5 = **11**
7 + 9 = **16**	2 + 1 = **3**	5 + 4 = **9**	6 + 9 = **15**	4 + 2 = **6** ★	10 + 3 = **13**	9 + 4 = **13**	8 + 1 = **9**	5 + 3 = **8**	9 + 5 = **14**

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Subtraction - Mixed Practice - Solutions

Directions: **Subtract and find each difference. (Mixed)**

9	6	9	13	8	7	11	10	8	17
- 2	- 3	-7	- 5	-5	-3	-3	-6	-2	-8
7	**3**	**2**	**8**	**3**	**4**	**8**	**4**	**6**	**9**
11	10	9	13	15	15	7	4	16	9
- 8	-4	-5	-5	-7	-6	-4	-2	- 8	-2
3	**6**	**4**	**8**	**8**	**9**	**3**	**2**	**8**	**7**
6	7	12	9	4	11	8	11	16	13
- 4	-2	-7	- 3	-2	-3	-5	-5	-9	-9
2	**5**	**5**	**6**	**2**	**8**	**3**	**6**	**7**	**4**
5	12	14	12	8	10	12	16	11	15
- 2	-4	-5	-9	-6	-4	-7	-7	-6	-6
3	**8**	**9**	**3**	**2**	**6**	**5**	**9**	**5**	**9**
16	8	13	5	12	12	16	7	13	17
- 9	-2	-4	-3	-6	-5	-7	-5	-6	-9
7	**6**	**9**	**2**	**6**	**7**	**9**	**2**	**7**	**8**
10	6	11	15	14	10	18	12	9	13
- 2	-2	-4	-9	-6	-8	-9	-4	-4	-8
8	**4**	**7**	**6**	**8**	**2**	**9**	**8**	**5**	**5**
16	5	14	11	15	6	10	14	7	11
- 9	-2	-9	-6	-8	-3	-5	-9	-3	-8
7	**3**	**5**	**5**	**7**	**3**	**5**	**5**	**4**	**3**
9	13	15	11	8	13	10	7	12	7
- 6	-7	-7	-2	-4	-4	-8	-5	-8	-2
3	**6**	**8**	**9**	**4**	**9**	**2**	**2**	**4**	**5**
5	10	9	16	14	8	6	8	15	8
- 3	-6	-4	-8	-6	-3	-2	-4	-8	-3
2	**4**	**5**	**8**	**8**	**5**	**4**	**4**	**7**	**5**
12	8	13	10	11	12	11	15	9	14
- 3	-6	-9	-10	-9	-8	-7	-9	-7	-7
9	**2**	**4**	**0**	**2** ★	**4**	**4**	**6**	**2**	**7**

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Second Grade Mathematics EOY Benchmark Test

Directions: Answer all [illegible] or on the line provided.

ANSWER KEY - SOLUTIONS

1. *Fill* in the missing boxes on the number lines (**multiples of 10 and 100**).

0	10	20	30	40	50	60	70	80	90	100	110	120

0	100	200	300	400	500	600	700	800	900	1,000	1,100	1,200

2. *Write* the time shown on each clock.



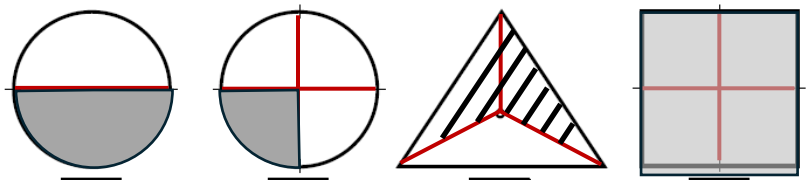
12:00	1:55	2:00	2:05	4:30	6:15

3. Greg saves $10 each week. How much money will Greg save in 3 weeks?

Ⓐ $ 10 ● $ 30

Ⓑ $ 20 Ⓓ $ 40

4. *Partition* and *shade* each fraction.



$\frac{1}{2}$	$\frac{1}{4}$	$\frac{2}{3}$	$\frac{4}{4}$

5. Jo has 8 cards. Al has half the cards Jo does. Tim has double the cards Jo owns.

How many cards do Al and Time own?

Al's cards = 4

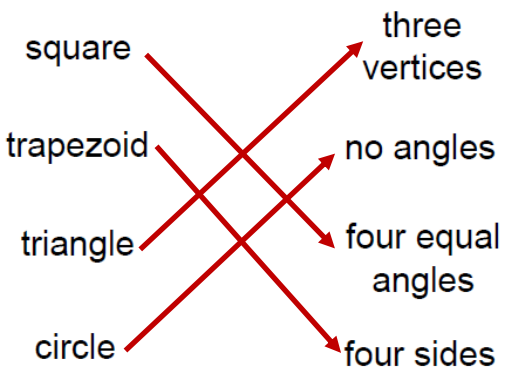
Tim's cards = 16

6. *Add* the missing hands on the clock face.

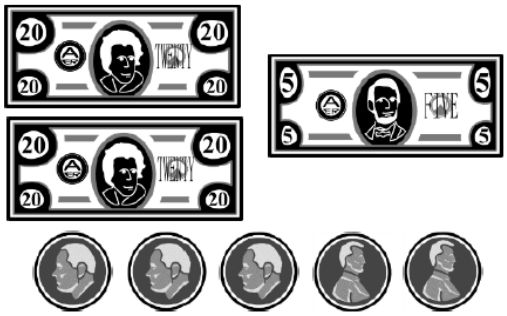


5 o'clock

7. *Match* object with the description.



8. Calculate the total amount of money in bills and coins below.



45 dollars **32** cents = $ **45.32**

9. Kim ran 9 miles. Jim logged 12 miles, and Bo ran 16 miles.

How much farther did Bo run than Kim?

7 miles

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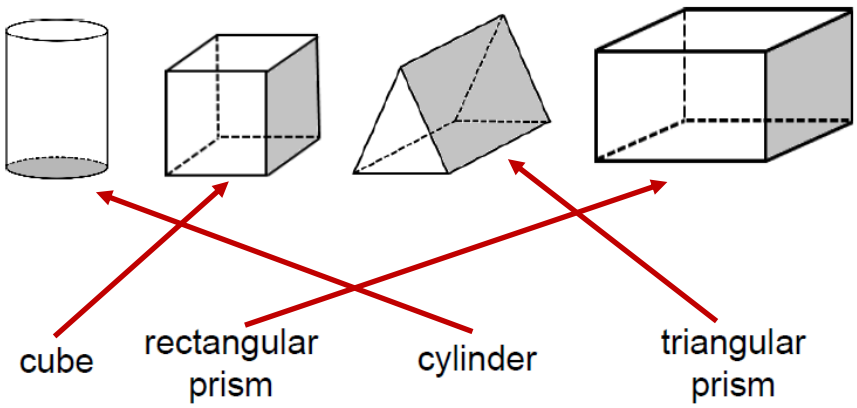
Second Grade Mathematics EOY Benchmark Test

10. *Add*:

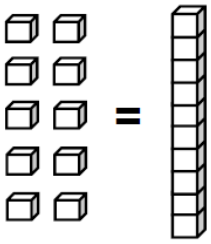
$$\begin{array}{r} 38 \\ +\ 51 \\ \hline 89 \end{array} \qquad \begin{array}{r} 476 \\ +\ 16 \\ \hline 492 \end{array}$$

$$\begin{array}{r} 130 \\ +\ 360 \\ \hline 490 \end{array} \qquad \begin{array}{r} 267 \\ +\ 243 \\ \hline 510 \end{array}$$

11. *Match* the space figure with its name.



12. How many 1's in a 10?



10 ONES *equal* **1** TEN

13. *Write* in **word form**.

95 = ninety-five

88 = eighty-eight

13 = thirteen

14. *Complete*.

468

6 tens = **60**

333

3 hundreds = **300**

15. The table shows the number of votes that 3 boys for the second grade school president.

Calculate the total number of votes for each boy.

Boy	Votes for 2nd Grade School President	Total
Pedro	𝍸 𝍸 𝍸 𝍸 𝍸 |	26
Luis	𝍸 𝍸 𝍸 𝍸 𝍸 |||	28
Sal	𝍸 𝍸 𝍸 |	16

a.) What is the difference between Pedro and Sal's vote totals? **10**

b.) How many more votes did Luis receive than Sal? **12**

c.) What is the total number of Pedro and Luis' votes? **54**

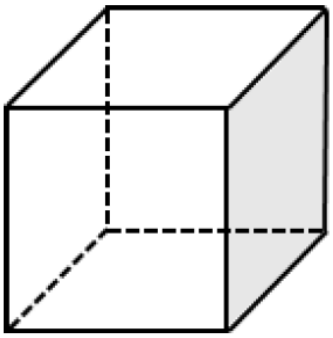
16. *Find* the **edges, vertices** and **faces.**

Use a check (✓) on each **edge.**
Use a circle on each **vertex.**
Use an "X" on each **face.**

Edges: 12

Vertices: 8

Faces: 6



Cube

17. *Order* the three numbers from **Greatest to Least.** *Compare* using < , > , = on the line provided.

243 204 204

243 > 204 = 204

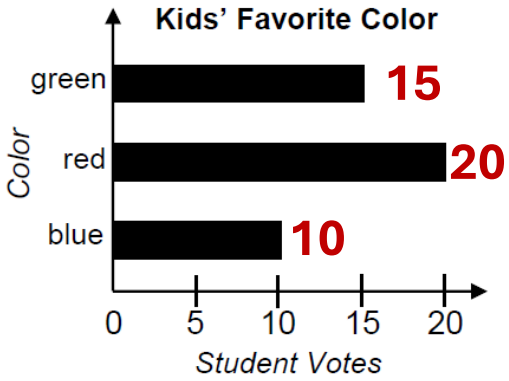
354 386 350

386 > 354 > 350

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Second Grade Mathematics EOY Benchmark Test

18. The **bar graph** shows the favorite color of second grade students at Hill Elementary.



a.) Write the vote total at the end of each bar on the graph.

b.) What color received the most votes? The fewest?

Most = red **Fewest =** blue

c.) How many total students voted? **45**

d.) How many more students voted for green than blue? **5**

19. *Add.*

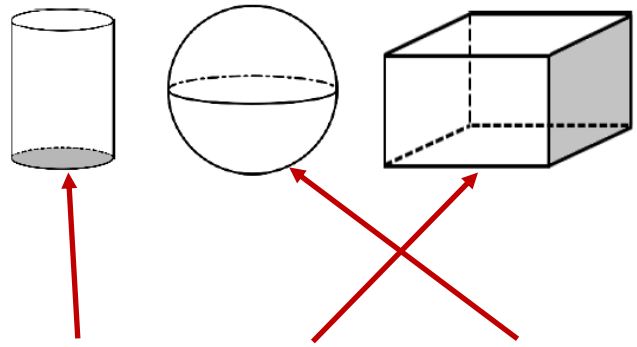
$$\begin{array}{r} 503 \\ +\ \ 9 \\ \hline 512 \end{array} \qquad \begin{array}{r} 632 \\ +\ 279 \\ \hline 911 \end{array}$$

20. *Subtract.* Regrouping possible.

$$\begin{array}{r} 86 \\ -\ 54 \\ \hline 32 \end{array} \qquad \begin{array}{r} 61 \\ -\ 38 \\ \hline 23 \end{array}$$

$$\begin{array}{r} 49 \\ -\ \ 7 \\ \hline 42 \end{array} \qquad \begin{array}{r} 513 \\ -\ 121 \\ \hline 392 \end{array}$$

21. *Match* the space figure to the name.



Cylinder — Rectangular Prism — Sphere

22. Kimberly is 65 inches tall.

Her sister is 41 inches in height.

What is the difference in their heights?

24 inches

23. James has 11 cents.

Bill has 13 cents.

Frank has 22 cents.

How much money do all three boys have together?

46 cents

24. Which is the example of **lending**?

Borrowers receive money.
Lenders provide money.

Ⓐ Buying bread at the store.

● A bank giving a loan.

Ⓒ Depositing money at the bank.

Ⓓ Stealing candy from the store.

25. *Write* **fact family.**

6 13 7

$$6 + 7 = 13 \qquad 7 + 6 = 13 \qquad 13 - 7 = 6 \qquad 13 - 6 = 7$$

26. *Ring* ONLY the **even numbers**.

(10) 3 (6) 11

(24) 13 (40) 31

27. A New Jersey State road number is shown below.

(469)

What is the value of the 4? **400**

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