Second Grade MOY 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.) *Targeted Pedagogical Intervention:* Reviewing actual student work helps us pinpoint exactly where the breakdown is happening, whether a student misunderstands the concept or just made a math calculation error. We can use this data to pivot our daily teaching and target our interventions, making sure we rectify these specific learning gaps before the school year wraps up.

3.) The Middle-of-Year (MOY) assessment prioritizes core numeracy, evaluating students on number lines, basic fractions, coins, computation, polygons, and conceptual place value**.** However, daily instruction should ALSO emphasize halves, doubles, and strategy-based skills like Making 10 and Making 100 (multiples of 10). 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. The 25-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 (12 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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Second Grade Math Fact 5 Minute Assessment

TEACHER: _____ **DATE:** _____ **NAME:** _____

ADDITION MATH FACT ASSESSMENT

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

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Second Grade Math Fact 5 Minute Assessment

TEACHER: _____ **DATE:** _____ **NAME:** _____

SUBTRACTION MATH FACT ASSESSMENT

Directions: Subtract and find each difference. (Mixed)

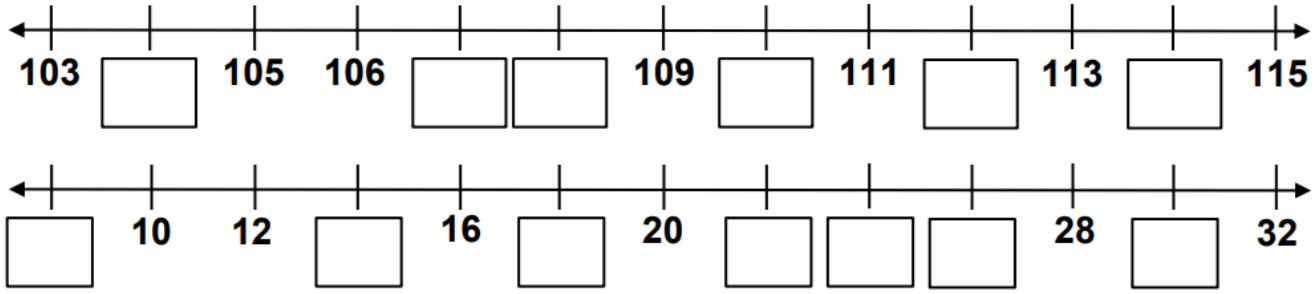
9 - 2	6 - 3	9 -7	13 - 5	8 -5	7 -3	11 -3	10 -6	8 -2	17 -8
6 - 4	7 -2	12 -7	9 - 3	4 -2	11 -3	8 -5	11 -5	16 -9	13 -9
16 - 9	8 -2	13 -4	5 -3	12 -6	12 -5	16 -7	7 -5	13 -6	17 -9
16 - 9	5 -2	14 -9	11 -6	15 -8	6 -3	10 -5	14 -9	7 -3	11 -8
5 - 3	10 -6	9 -4	16 -8	14 -6	8 -3	6 -2	8 -4	15 -8	8 -3

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Second Grade Mathematics MOY Benchmark Test

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

1. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



2. *Answer* the questions.

a.) What is 2 less than 5? ____

b.) What is 1 more than 9? ____

c.) What is 2 more than 7? ____

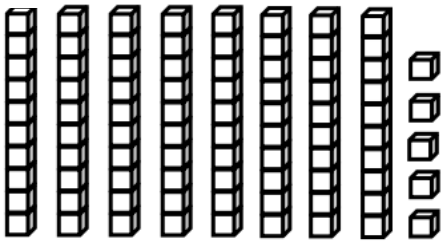
3. *Order* the three numbers from ***greatest to least***.

67 **72** **76**

_____

Greatest ***Least***

4. *Write*: tens and ones and number in **standard form**.



Tens	Ones

= ☐

Standard Form

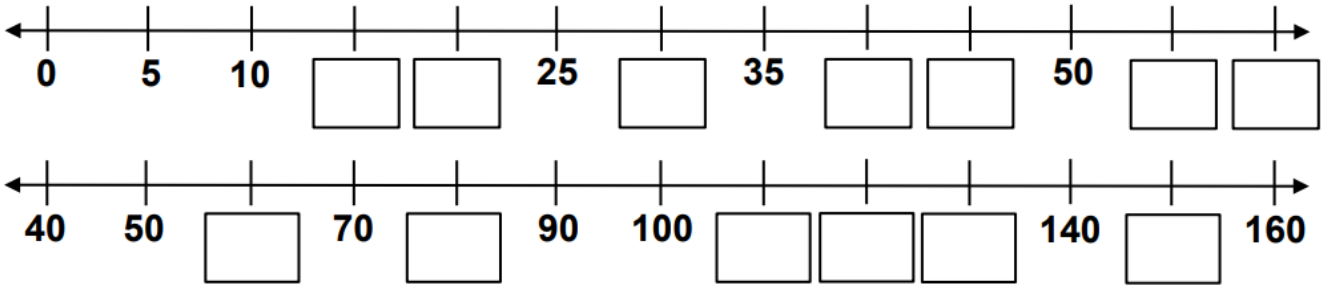
5. *Match* the word and the object.

Third Second Fifth First Fourth



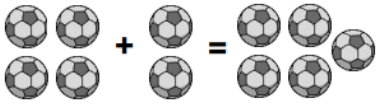
Draw a line from the word to the object.

6. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



7. Are these equations **equal**? Ring "Yes" or "No"

a.)



YES ***NO***

b.) 6 = 5 + 1 ***YES*** ***NO***

c.)

$$\begin{array}{r} 11 \\ +\ 8 \\ \hline 18 \end{array}$$

YES ***NO***

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Second Grade Mathematics MOY Benchmark Test

8. *Match* the **polygon** and its name.



Octagon

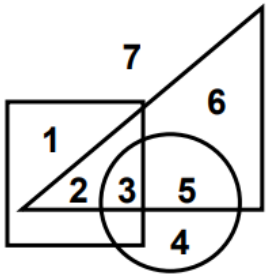
Pentagon

Hexagon

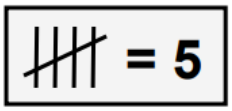
9. *Use* the diagram to answer:

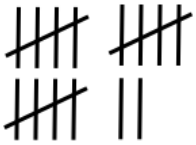
a.) What number is inside the square but not inside the triangle? ____

b.) What number is inside both the circle and the triangle? ____



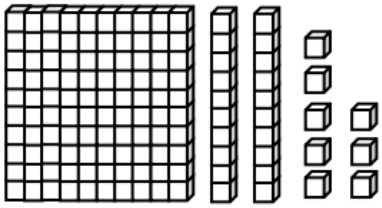
10. *Find* the value of each person's **tally marks**.



Ana =  **=** ☐

Joseph =  **=** ☐

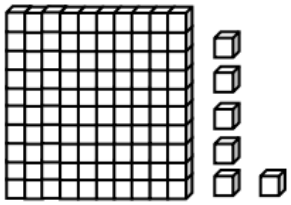
11. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

12. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



☐ Hundreds ☐ Tens ☐ Ones

Standard Form ⇨ ☐

13. *Write* the time below each clock.

a.)  ☐

b.)  ☐

c.)  ☐

d.)  ☐

e.)  ☐

f.)  ☐

14. *Write* the number in **standard form**.

a.) fifty-two = ☐ **b.)** sixty-three = ☐ **c.)** seventy = ☐

15. *Complete* the **number sequences**.

a.) 1, 3, 5, 7, _____, _____ , _____

b.) _____, 50, 60, _____ , _____

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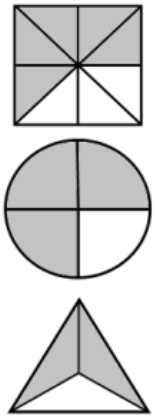
Second Grade Mathematics MOY Benchmark Test

16. *Find* the coins' value.



¢

17. *Match* figure and description.



three-quarters of a circle

two-thirds of a triangle

five-eighths of a square

18. Compute:

a.) $45 + 36$ = ☐

b.) $72 - 18$ = ☐

19. *Use* Dots to **compare** numbers (<, >, =).

a.) 7 ___ 7

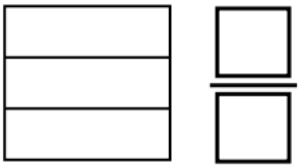
c.) 23 ___ 21

b.) 12 ___ 21

d.) 16 ___ 16

20. *Answer* the following two word problems.

a.) Javier divided his chocolate bar into 3 sections and ate 2. What **fraction** of the bar did he eat?



b.) Camila has 2 dimes and a nickel. How many **cents** does Camila have?

¢

21. *Draw* the *missing* clock hand that matches the named time.



2 o'clock or 2:00

22. *Partition* the rectangle into **8** equal parts.

Divide the rectangle in **half** *horizontally* (↔).

Divide the rectangle in **fourths** *vertically* (↕).



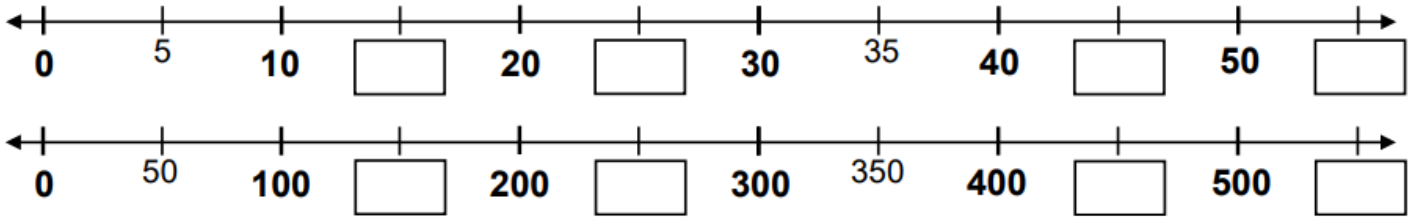
23. 31 students were on the bus. Ten students got off the bus at the last stop.

How many students are still on the bus?

24. Cindy has 309 dollars in the bank.

What is the **value** of the digit in the tens place in 309 dollars?

25. Fill in the boxes for the missing midpoints on each number line.



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Second Grade MOY Math ASSESSMENT

ANSWER KEYS - SOLUTIONS

Second Grade Math Fact 5 Minute Assessment

TEACHER: _____ **Answer KEY - Solutions** **NAME:** _____

ADDITION MATH FACT ASSESSMENT

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
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
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
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
3 + 8 = 11	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

Second Grade Math Fact 5 Minute Assessment

TEACHER: _____ **Answer KEY - Solutions** **NAME:** _____

SUBTRACTION MATH FACT ASSESSMENT

Directions: Subtract and find each difference. (Mixed)

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

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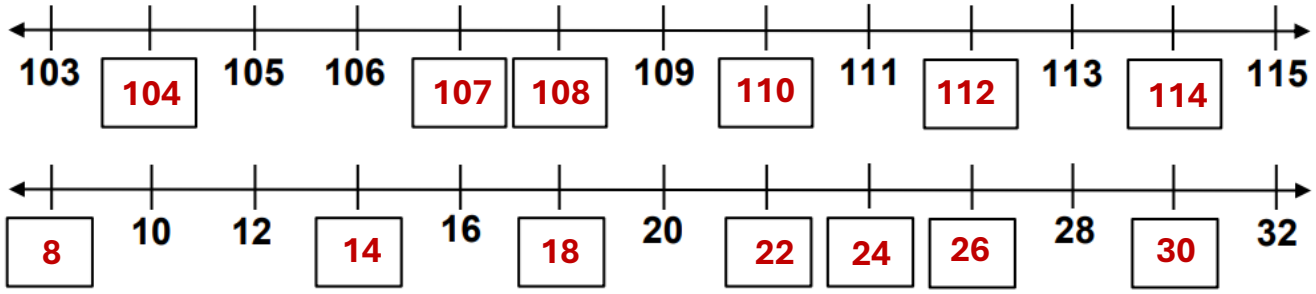
Second Grade MOY Math ASSESSMENT

Answer Key

Second Grade Mathematics MOY Benchmark Test

Directions: Answer all questions **Answer Key - Solutions** est in the box or on the line provided.

1. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



2. *Answer* the questions.

a.) What is 2 less than 5? 3

b.) What is 1 more than 9? 10

c.) What is 2 more than 7? 9

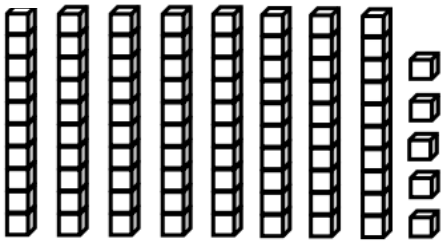
3. *Order* the three numbers from ***greatest to least***.

67 72 76

76 > 72 > 67

Greatest ***Least***

4. *Write*: tens and ones and number in **standard form**.



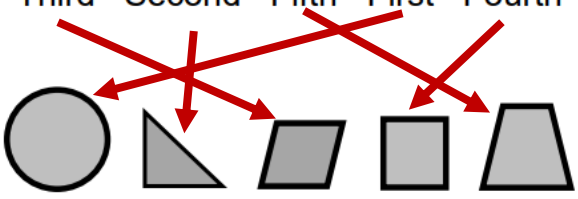
Tens	Ones
8	5

= 85

Standard Form

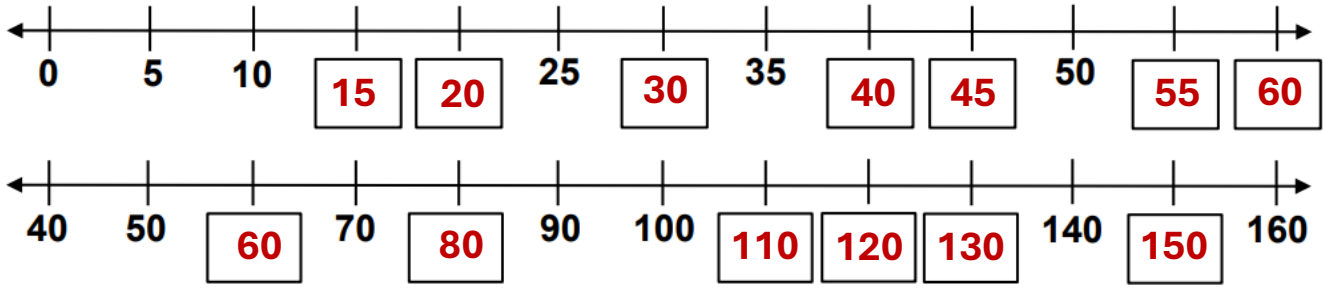
5. *Match* the word and the object.

Third Second Fifth First Fourth



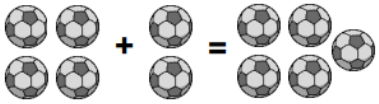
Draw a line from the word to the object.

6. Fill in the boxes with the missing numbers on the *whole number lines* shown below.



7. Are these equations **equal**? Ring "Yes" or "No"

a.)



YES ***NO***

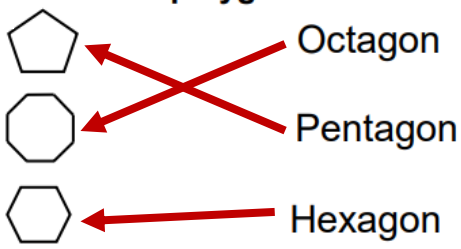
b.) 6 = 5 + 1 ***YES*** ***NO***

c.) 11 + 8 = 18 ***YES*** ***NO***

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Second Grade Mathematics MOY Benchmark Test

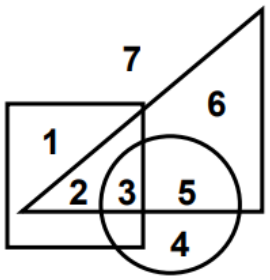
8. *Match* the **polygon** and its name.



9. *Use* the diagram to answer:

a.) What number is inside the square but not inside the triangle? **1**

b.) What number is inside both the circle and the triangle? **3 or 5**



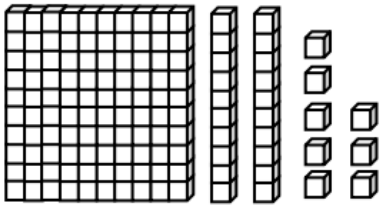
10. *Find* the value of each person's **tally marks**.

= 5

Ana = **=** **17**

Joseph = **=** **21**

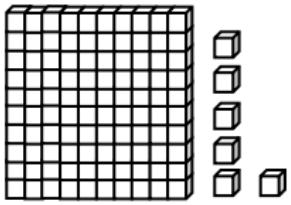
11. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



1 Hundreds **2** Tens **8** Ones

Standard Form ⇨ **128**

12. *Write*: "Hundreds", "Tens", "Ones." *Write* the number in **Standard Form**.



1 Hundreds **0** Tens **6** Ones

Standard Form ⇨ **106**

13. *Write* the time below each clock.

a.) **2:15**

b.) **3:05**

c.) **6:10**

d.) **9:20**

e.) **4:25**

f.) **1:30**

14. *Write* the number in **standard form**.

a.) fifty-two = **52**

b.) sixty-three = **63**

c.) seventy = **70**

15. *Complete* the **number sequences**.

a.) 1, 3, 5, 7, **9**, **11**, **13**

b.) **40**, 50, 60, **70**, **80**

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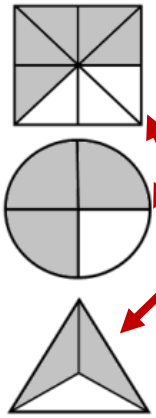
Second Grade Mathematics MOY Benchmark Test

16. *Find* the coins' value.



40 ¢

17. *Match* figure and description.



three-quarters of a circle

two-thirds of a triangle

five-eighths of a square

18. Compute:

a.) $45 + 36 = 81$

b.) $72 - 18 = 54$

19. *Use* Dots to **compare** numbers (<, >, =).

a.) $7 = 7$

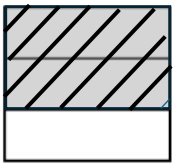
c.) $23 > 21$

b.) $12 < 21$

d.) $16 = 16$

20. *Answer* the following two word problems.

a.) Javier divided his chocolate bar into 3 sections and ate 2. What **fraction** of the bar did he eat?



$\frac{2}{3}$

b.) Camila has 2 dimes and a nickel. How many **cents** does Camila have?

25 ¢

21. *Draw* the *missing* clock hand that matches the named time.

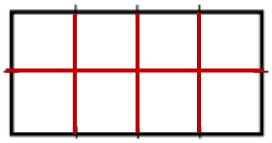


2 o'clock or 2:00

22. *Partition* the rectangle into **8** equal parts.

Divide the rectangle in **half** *horizontally* (↔).

Divide the rectangle in **fourths** *vertically* (↕).



23. 31 students were on the bus. Ten students got off the bus at the last stop.

How many students are still on the bus?

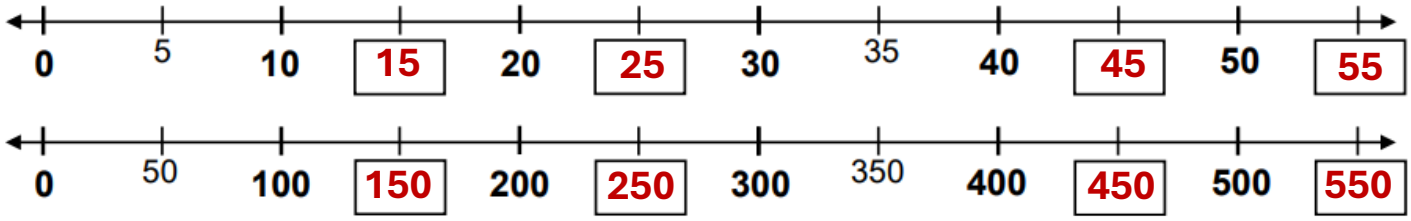
21

24. Cindy has 309 dollars in the bank.

What is the **value** of the digit in the *tens* place in 309 dollars?

0

25. Fill in the boxes for the missing midpoints on each number line.



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