

Name _____

Beginning 2nd Grade Assessment

1. Show the following number on the ten-frame.

6

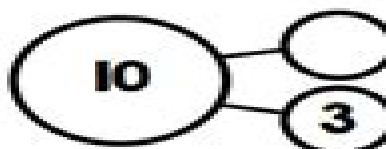


3. Show the following number on the ten-frames.

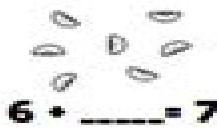
13



5. Complete the number bond.



7. Fill in the blanks to show 2 different ways to add to 7.



9. Fill in the blanks to show 2 different ways to add to 9.



2. Draw a straight line to the correct answer.

Start	1 More
7 •	• 5
1 •	• 8
4 •	• 2

Start	1 Less
6 •	• 8
3 •	• 2
9 •	• 5

4. Solve these equations.

$$10 + 4 = \underline{\quad}$$

$$10 + 2 = \underline{\quad}$$

$$10 + 5 = \underline{\quad}$$

6. Fill in the blanks to show 2 different ways to add to 6.



8. Fill in the blanks to show 2 different ways to add to 8.



10. Write the total.



Assessment Guide Second Grade

Martin E. Block

Assessment Guide Second Grade:

Math in Focus ,2019-06-28 **Agricultural Assessment Guide for Wisconsin Property Owners** ,2007

Resources in Education ,1999 How is My Second Grader Doing in School? Jennifer Richard Jacobson,Jennifer

Jacobson,Dottie Raymer,1998 As the parent of a second grader you may be asking yourself When will my child learn to spell Why isn t my child bringing home math papers What can I do to make sure my child knows everything he should Perhaps you ve been told by your child s teacher that your second grader is doing fine But what does fine really mean and how can you be sure that your child s academic growth will continue Be your child s best teacher Find out what your child knows what your child needs to know and how to work with your child to ensure success in school Inside there is a wealth of fun easy to do activities designed to teach your child important skills The time you spend together will foster a love of learning that will remain with your child in the years to come Copyright Libri GmbH All rights reserved Preparation Guide for the California RICA and a Guideline for Reading Instruction in Grades Kindergarten to Eight Marilyn Dye,2001

Assessing Students with Special Needs James A. McLoughlin,Rena B. Lewis,2004 This text not only combines current coverage of formal and informal assessment to meet federal initiatives but Assessing Students with Special Needs Sixth Edition takes extra steps showing how to really use assessments and their results to improve education for students with special needs The sixth edition prepares teachers and assessment professionals for all aspects of the assessment process from identifying students with special needs to monitoring accommodating and evaluating assessment tools based on the Assessment Question Model listed on the inside front cover of this text Features of the sixth edition of this accessible comprehensive text include Up to date coverage of the latest laws and regulations impacting how when and why students are assessed A thorough discussion of CEC skills and knowledge competencies related to assessment Over 200 formal and informal tools including the most commonly used assessments emphasizing how they fit into the overall assessment process Assessment in Action cases to encourage critical thinking about assessing students with special needs More coverage on alternate assessments including observation criterion referenced testing curriculum based and portfolio assessment How to develop collaborative partnerships when assessing students with special needs A robust text specific website at www.prenhall.com/mcloughlin

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Historical Survey Commission, Owen Cochran Coy, 1919 Part 1 describes the care and use of county archives and the functions of clerk recorder and school and fiscal officials Part 2 details the types of records and locations in each county

Classroom Assessment for Students in Special and General Education Cathleen G. Spinelli, 2006 For courses in Assessment in Special Education Written for future teachers and experienced educators Classroom Assessment for Students in Special and General Education second edition provides the skills needed to effectively use assessment particularly informal assessment in understanding the needs of the whole student The primary text on classroom assessment procedures is now revised with the latest in authentic curriculum and performance based assessment measures with direct connections to instruction IEP development and reporting to parents The focus is on providing teachers with a variety of assessment procedures the why what and how of testing directions on how to construct administer score interpret graph monitor write and report assessment results *The FairTest Examiner*, 1993 Everyday Mathematics: Teacher's reference manual (Gr. 1-3), 2007 **Instructor's Manual to Accompany Exceptional Lives**, 2002 **Math Trailblazers**, 1998

Christian Home Educators' Curriculum Manual Cathy Duffy, 1995 The premiere guide for choosing homeschool curriculum For beginners or veterans Cathy helps you wade through the curriculum jungle to choose what's right for each of your children Reviews of hundreds of books games videos computer programs parent helps and much much more for all subjects Learning styles Cathy helps you determine each child's learning style then choose methods and resources that fit each child What your child needs to know what is typically taught at each grade level Which resources allow your children to work independently which work best taught one on one Identifying and dealing with learning disabilities plus a list of consultants for extra help Testing the good and bad of testing different kinds of tests where to get them testing services Addresses phone numbers faxes e mail and web sites for all publishers and distributors How to consolidate your shopping and save shipping costs

Harcourt Science: Earth science, [grade] 5, Units C and D, teacher's ed, 2000 **On Alert!**, 1994 This document provides guidelines for gang awareness and prevention in the California school system It is based on the belief that inservice training programs help school staff recognize early signs of gang activity a necessary step to intervention Following the introduction chapter 1 offers descriptive information on gangs and their members such as gang characteristics risk factors types of gangs reasons for the appeal of gangs and consequences of membership The second chapter describes techniques for gang prevention and intervention which include building self esteem preventing and resolving conflict communicating effectively resisting peer pressure enforcing a discipline and conduct code and creating a secure school Chapter 3 discusses school and school district responses to gangs such as graffiti removal teams school safety and dress code policies lists of school gang members search and seizure issues gang resistance curriculum and partnerships with other organizations The final chapter describes the roles to be played by school boards the school district office school site administrators teachers and school staff and parents in gang prevention and intervention Appendices contain California School Board Association

CSBA sample policies on gangs dress and grooming and search and seizure sample letters and information on sharing confidential information State and county contacts are also listed Contains 43 references LMI *A Teacher's Guide to Including Students with Disabilities in General Physical Education* Martin E. Block,2000 **The ETS Test Collection Catalog** Educational Testing Service. Test Collection,1993 The major source of information on the availability of standardized tests Wilson Library BulletinCovers commercially available standardized tests and hard to locate research instruments

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