

Tennessee Comprehensive Assessment Program

TCAP

Grade 2
ELA-Math
Item Release



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Tennessee Comprehensive Assessment Program

TCAP

English Language Arts Grade 2 Item Release





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Metadata Interpretation Guide – English

Sample Metadata Table

Item Label	TN0034909	Max Points	1
Item Grade	EOC	Item Content	English III
Item Type	choice	Key	2
DOK	2	Rubric	
Standard 1 Code	11-12.RL.KID.3	Standard 1	
Standard 2 Code	11-12.RL.CS.4	Standard 2	
Passage Type 1		Passage Title 1	

Metadata Definitions

Item Label: Unique letter/number code used to identify the item.	Max Points: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 2-8 or EOC	Item Content (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	Key: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items, in which students write or type their responses.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	Rubric (if listed): A written explanation, sometimes with examples, detailing the characteristics of answers with certain score point values.
Standard 1 Code (if listed): Primary content standard assessed.	Standard 1 (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Secondary content standard assessed.	Standard 2 (if listed): Text of the content standard assessed.
Passage Type 1 (if listed): Informational, literary, editing, etc.).	Passage Title 1 (if listed): Title of the passage(s) associated with this item.

TN128468

Item Label	TN128468	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	1	Rubric	N/A
Standard 1 Code	2.RL.KID.1	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

A Great Idea



- 1 Emily and Alex are eating breakfast. Alex looks out the window and says, "Look, Emily. It is raining. Now we can't play outside."
- 2 Emily notices her little brother's disappointment. "Don't worry," she says. "Staying inside can be fun. I have a great idea."
- 3 After breakfast, Emily gets a large box from her room. "Grandma brought these dress-up clothes when she visited last week. Let's see what is in the box."
- 4 Alex puts a big straw hat on his head. He finds a scarf and ties it around his neck. "Yee-haw!" he shouts. "I'm a cowboy."

5 Emily laughs. She puts on a pair of black boots and a black coat with yellow stripes. Then she puts on a shiny red helmet.

6 "You're a firefighter," says Alex. "Can you guess what I am?"

7 Emily looks at Alex, who is now wearing a yellow hard hat and an orange shirt, and holding a toy hammer in his hand. "You are a builder!" she laughs.

8 Just then, a little bit of sunshine comes into the room. Emily points at the window. "Look, Alex. The rain has stopped."

9 "Who cares?" says Alex. "I like your great idea better."

What is Alex doing at the beginning of the passage?

- A. eating his breakfast
- B. playing outside
- C. trying on hats
- D. visiting his grandma

TN128471

Item Label	TN128471	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.KID.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What is the central message of the passage?

- A.** Watching the rain is fun.
- B.** Giving gifts is better than getting them.
- C.** Sharing food is important.
- D.** Even an unhappy event can be made into fun.

TN128477

Item Label	TN128477	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.KID.3	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

How does Alex feel when he sees the rain?

- A.** nervous
- B.** sad
- C.** foolish
- D.** surprised

TN128478

Item Label	TN128478	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.CS.5	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence from the passage.

I like your great idea better.

Why is this sentence important to the passage?

- A.** It introduces Alex’s problem.
- B.** It shows the end of Alex’s problem.
- C.** It introduces new characters.
- D.** It shows a change in where the characters play.

TN128479

Item Label	TN128479	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	3	Rubric	N/A
Standard 1 Code	2.RL.CS.6	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What do Emily and Alex feel **differently** about at the beginning of the passage?

- A.** what they will eat for breakfast
- B.** having to play inside
- C.** what to do with the box
- D.** remembering their grandma’s visit

TN128480

Item Label	TN128480	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	3	Rubric	N/A
Standard 1 Code	2.RL.IKI.7	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What does the picture help the reader understand about the passage?

- A.** what a grandma’s visit is like
- B.** what it means to dress up
- C.** where a builder works
- D.** when the rain stops

TN128492

Item Label	TN128492	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.FL.VA.7a.i	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What does the word disappointment mean in paragraph 2?

- A. feeling unhappy
- B. feeling full
- C. feeling unsure
- D. feeling hurried

TN128491

Item Label	TN128491	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	1	Rubric	N/A
Standard 1 Code	2.FL.SC.6.d	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

Yesterday, Emily and Alex _____ down next to the box.

Which word makes this sentence correct?

- A.** sit
- B.** sitted
- C.** sat
- D.** sats

TN128493

Item Label	TN128493	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	2	Rubric	N/A
Standard 1 Code	2.FL.SC.6.e	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

Alex is _____ than Emily.

Which word makes this sentence correct?

- A.** young
- B.** youngly
- C.** youngest
- D.** younger

TN128494

Item Label	TN128494	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.FL.SC.6.j	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

Alex says that _____ a cowboy.

Which word makes this sentence correct?

- A.** hes
- B.** h'es
- C.** he's
- D.** hes'

TN128487

Item Label	TN128487	Max Points	2
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2,3
DOK	1	Rubric	N/A
Standard 1 Code	2.FL.PWR.3.b	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Which **two** words from the passage have the **same** vowel sound? Choose **two** correct answers.

- A.** now
- B.** two
- C.** room
- D.** points
- E.** coat

TN128488

Item Label	TN128488	Max Points	2
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2,4
DOK	1	Rubric	N/A
Standard 1 Code	2.FL.PWR.3.d	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Which **two** words from the passage can be made into new words by adding the suffix **-er**? Choose **two** correct answers.

- A.** around
- B.** great
- C.** last
- D.** hard
- E.** fun

TN128490

Item Label	TN128490	Max Points	2
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1,3
DOK	1	Rubric	N/A
Standard 1 Code	2.FL.PWR.3.e	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Which **two** words from the passage have the **same** vowel sound? Choose **two** correct answers.

- A.** straw
- B.** clothes
- C.** brought
- D.** laughs
- E.** guess

TN128495

Item Label	TN128495	Max Points	5
Item Grade	02	Item Content	ELA
Item Type	extendedText	Key	na
DOK	3	Rubric	N/A
Standard 1 Code	2.W.RBPK.8	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

I will now read the passage.

Read the passage.

Now, follow along as the writing prompt is read to you.

Read the writing prompt.

[End TAS]

Emily and Alex play dress-up on a rainy day. Think about what you would do if you spent a rainy day playing with Emily and Alex. What would you do to have fun with Emily and Alex on a rainy day? Why do you think Emily and Alex would like to do that?

Write 3 or 4 sentences to answer the questions. What would you do to have fun with Emily and Alex on a rainy day? Why do you think Emily and Alex would like to do that?

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

TN128497

Item Label	TN128497	Max Points	5
Item Grade	02	Item Content	ELA
Item Type	extendedText	Key	na
DOK	3	Rubric	N/A
Standard 1 Code	2.W.RBPK.8	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

I will now read the passage.

Read the passage.

Now, follow along as the writing prompt is read to you.

Read the writing prompt.

[End TAS]

Emily solves the problem of what to do on a rainy day. Think about a time when you had to solve a problem. What was the problem? How did you solve the problem?

Write 3 or 4 sentences to answer the questions. What was the problem? How did you solve the problem?

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

TN128988

Label	TN128988	Max Points	5
Item Grade	02	Rationale1	N/A
Item Content	ELA	Rationale2	N/A
Item Type	match	Rationale3	N/A
Key	A1,B2,B3,A4,B5,B6,A7,A8,B9,A10,A11,A12,A13,B14,A15,B16,B17,A18,B19,B20	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.FL.F.5	Standard 1 Text	N/A

Directions

Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Fill in the circle within the box. Start when you hear GO. Then do as many as you can until you hear STOP.

	YES	NO
Doors open and close.		
Dinosaurs are still alive today.		
Grass stays dry when it rains.		
A person's foot has toes and toenails.		
Babies teach teachers how to read and write.		
Elephants are tiny animals.		
Houses have windows and doors.		
A lamp makes a room brighter.		
The moon is near enough to touch.		
The number two is between one and three.		
Dogs wag their tails.		
Squirrels like to climb trees.		
Stores sell things for people to buy.		
It is easy to push a car.		
Boats let people get across rivers and lakes.		
Feathers are very heavy.		
Eggs and milk are fruit.		
A cat's baby is a kitten.		
People eat because they are thirsty.		
September is the last month of the year.		

TN128361

Item Label	TN128361	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.CC.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

Now listen carefully to a passage. The title is “An Out-of-This-World Meal.”

Do you like applesauce? Applesauce was one of the first foods eaten in space. The first space explorers sucked soft foods like applesauce from tubes.

It was easy to eat food from tubes in space. Things in space will float away if you don’t hold on to them, so space explorers can’t use salt and pepper shakers. They don’t eat bread that makes crumbs, either.

Today’s space explorers can eat foods like spaghetti, peanut butter, and fruit. They can choose foods from a menu and bring some favorite snacks with them. A meal in space can be out of this world!

Pause.

[End TAS]

[Start TAS]

Why was food from tubes used in space?

- A. It saved water.**
- B. It was a quick snack.**
- C. It came in different flavors.**
- D. It was easy to eat.**

Pause while students answer the question.

[End TAS]

- A.** It saved water.
- B.** It was a quick snack.
- C.** It came in different flavors.
- D.** It was easy to eat.

TN128363

Item Label	TN128363	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.CC.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

What is a problem with eating bread in space?

- A. It has too many crumbs.**
- B. It has too much salt.**
- C. It does not taste good.**
- D. It cannot fit in a tube.**

Pause while students answer the question.

[End TAS]

- A.** It has too many crumbs.
- B.** It has too much salt.
- C.** It does not taste good.
- D.** It cannot fit in a tube.

TN128362

Item Label	TN128362	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.SL.CC.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

How has food in space mainly changed?

- A. It stays fresh for a longer time.**
- B. It is softer than applesauce.**
- C. It includes more choices.**
- D. It comes in bigger tubes.**

Pause while students answer the question.

[End TAS]

- A.** It stays fresh for a longer time.
- B.** It is softer than applesauce.
- C.** It includes more choices.
- D.** It comes in bigger tubes.

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Spring 2018



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Math Grade 2 Item Release





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Metadata Interpretation Guide – Math

SAMPLE METADATA TABLE

Label	TN0045532	Max Points	1
Item Grade	8	Rationale1	
Item Content	Math	Rationale2	
Item Type	Choice	Rationale3	
Key	3	Rationale4	
DOK	2	Rationale5	
Difficulty	M	Rationale6	
Calculator	No	Sample Answer	
Ruler	None		
Standard 1 Code	8.NS.A.2	Standard 1	
Standard 2 Code	8.NS.A.2	Standard 2	

METADATA DEFINITIONS

Label: Unique letter/number code used to identify the item.	Max Points: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 2-8 or EOC	Rationale1 (if listed): Reason why this answer choice is correct or incorrect.
Item Content (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).	Rationale2 (if listed): Reason why this answer choice is correct or incorrect.
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	Rationale3 (if listed): Reason why this answer choice is correct or incorrect.
Key: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items where students write or type their responses.	Rationale4 (if listed): Reason why this answer choice is correct or incorrect.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	Rationale5 (if listed): Reason why this answer choice is correct or incorrect.
Difficulty (if listed): Level of difficulty. L=low; M=medium; H=hard.	Rationale6 (if listed): Reason why this answer choice is correct or incorrect.
Calculator (if listed): Yes for items that permit calculator use.	Protractor (if listed): Yes for items that permit protractor use.
Ruler (if listed): Yes for items that permit a ruler.	Sample Answer (if listed): An example of an answer a student could provide.
Standard 1 Code (if listed): Content standard assessed.	Standard 1 (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Content standard assessed. This is the primary code used for the Integrated Math courses.	Standard 2 (if listed): Text of the content standard assessed.

TN128003

Label	TN128003	Max Points	1
Item Grade	02	Rationale1	does not regroup to the tens place
Item Content	Math	Rationale2	adds tens (40+70+60); uses 4 in ones place instead of adding 4s
Item Type	choice	Rationale3	correct
Key	3	Rationale4	adds tens (40+70+60); adds 14 ones instead of 12 ones
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.6	Standard 1 Text	N/A

[Start TAS]

What is the sum of 44, 74, and 64?

Give the students time to answer the question.

[End TAS]

What is the sum of 44, 74, and 64?

- A.** 172
- B.** 174
- C.** 182
- D.** 184

TN127980

Label	TN127980	Max Points	1
Item Grade	02	Rationale1	counts to next number by ones
Item Content	Math	Rationale2	correct
Item Type	choice	Rationale3	skips 102 and uses next "10," which is 112
Key	2	Rationale4	reverses digits 0 and 2
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.2	Standard 1 Text	N/A

[Not Read Aloud]

Lori starts counting at 72. She counts by tens. Here are the numbers she counts.

72, 82, 92, ?

What is the next number Lori counts?

- A.** 93
- B.** 102
- C.** 112
- D.** 120

TN128685

Label	TN128685	Max Points	1
Item Grade	02	Rationale1	correct
Item Content	Math	Rationale2	correct
Item Type	choice	Rationale3	correct
Key	1,2,3	Rationale4	incorrect sum; sum is 22
DOK	1	Rationale5	incorrect sum; sum is 23
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.B.2	Standard 1 Text	N/A

[Not Read Aloud]

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

- A.** $7 + 13 = 20$
- B.** $4 + 18 = 22$
- C.** $6 + 17 = 23$
- D.** $3 + 19 = 21$
- E.** $9 + 14 = 25$

TN127984

Label	TN127984	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	88 63 92	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.5	Standard 1 Text	N/A

[Not Read Aloud]

Fill in each box with the sum.

$$68 + 20 = \boxed{}$$

$$50 + 13 = \boxed{}$$

$$32 + 60 = \boxed{}$$

TN127989

Label	TN127989	Max Points	2
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	(point drawn at 28) (circle around point C)	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.B.6	Standard 1 Text	N/A

[Start TAS]

Emily picks these vegetables.

Pause while students read the number of vegetables.

A. Draw a point on this number line to show the number of vegetables Emily picks all together.

Pause while students draw a point on the number line.

B. Points A, B, C, and D are on this number line. Circle the point that shows how many more carrots Emily picks than onions.

Give the students time to answer the question.

[End TAS]

Emily picks these vegetables.



5 onions

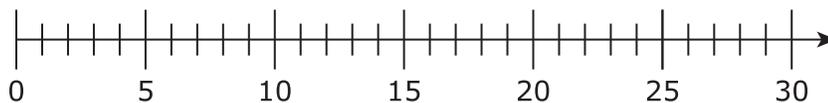


7 peppers

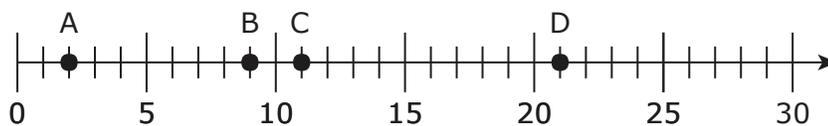


16 carrots

A. Draw a point on this number line to show the number of vegetables Emily picks all together.



B. Points A, B, C, and D are on this number line. Circle the point that shows how many **more** carrots Emily picks than onions.



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Passage Type 1		Passage Title 1	

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TN128317

Item Label	TN128317	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.RL.1	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Excerpt from *A Visitor for Bear*

by Bonny Becker

- 1 This time, before he went back to the business of making his breakfast, Bear shut the door very, VERY, VERY firmly, locked it, boarded the windows shut, stopped up the chimney, and even plugged the drain in the bathtub.
- 2 Carefully, Bear set about the business of making his breakfast. He opened the cupboard. No mouse. *Ahhh*. He opened the bread drawer. Nothing. *Whew!* He opened the fridge. Mouse- free. *Yes, indeed!* He lifted the lid to the teakettle.
- 3 *There was the mouse!*
- 4 "So sorry," said the mouse. "But perhaps if I could have just a bit of cheese and a cup of tea, and do you think we could unstopper the chimney and have a nice fire?"
- 5 Bear blew his nose with a loud honk.
- 6 "But then you must go," he sniffled. "No visitors allowed."
- 7 "You have my word," said the mouse.
- 8 Bear unshuttered and unboarded the windows, unlocked the door, unstopped the chimney, and unplugged the drain.
- 9 He brought out two plates of cheese and two teacups, and he made a crackling fire in the fireplace for two sets of toes.
- 10 Bear cleared his throat.

11 The mouse looked most attentive. No one had ever been most attentive to Bear.

12 "The fire is nice," Bear announced.

13 "Lovely," said the mouse.

14 No one had ever said Bear's fires were lovely.

15 Bear told a joke. The mouse laughed heartily. No one had ever laughed at Bear's jokes before.

16 The mouse set down his teacup. Bear quickly lifted the teapot.

17 "There's plenty more," he said.

18 "So sorry," said the mouse. "Most kind, but I must be on my way."

19 "Really, you needn't go," said Bear.

20 "But I gave you my word," said the mouse, pointing at the "No Visitors" sign.

21 "Oh, that!" cried Bear, pulling down the sign and tearing it up. "That's for salesmen. Not for friends."



Source: Excerpt from A Visitor for Bear by Bonny Becker. Text copyright © 2008 Bonny Becker. Reproduced by permission of the publisher, Candlewick Press, Inc.

Where does Bear find the mouse?

- A.** in the cupboard
- B.** in the teakettle
- C.** in the bread drawer
- D.** in the fridge

TN128321

Item Label	TN128321	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.3	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

How does Bear feel when the mouse asks for a bit of cheese?

- M.** hungry
- P.** lonely
- R.** bothered
- S.** foolish

TN128323

Item Label	TN128323	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.4	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence from the story.

“You have my word,” said the mouse.

What does this sentence help the reader understand about the mouse?

- A.** The mouse talks a lot.
- B.** The mouse gives Bear a nice gift.
- C.** The mouse thinks Bear took something.
- D.** The mouse keeps promises.

TN128326

Item Label	TN128326	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.6	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What do Bear and the mouse feel **differently** about at the beginning of the passage?

- M.** whether the mouse should be in the house
- P.** where the mouse should hide in the house
- R.** what Bear should serve to eat and drink
- S.** whether Bear should put up his sign

TN128318

Item Label	TN128318	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Which lesson does Bear learn in the passage?

- A.** It is nice to have guests who enjoy your company.
- B.** Guests will always laugh if you tell a joke well.
- C.** Some guests are good at hiding in small places.
- D.** It is good to have a fire for guests to warm themselves.

TN128338_G2

Item Label	TN128338_G2	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	2	Rubric	N/A
Standard 1 Code	2.L.4.b	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Based on the meaning of the word lock and the prefix **un-**, what does unlocked mean in paragraph 8?

- M.** changed
- P.** held
- R.** tied
- S.** opened

TN128334

Item Label	TN128334	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.L.1.b	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

Many _____ may visit Bear tomorrow.

Which word makes this sentence correct?

- A.** mouse
- B.** mice
- C.** mouses
- D.** mices

TN128333

Item Label	TN128333	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.L.1.f	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read these sentences about the story.

Bear told a joke. The mouse laughed.

Which is the **best** way to combine these sentences?

- M.** Bear told a joke, and the mouse laughed.
- P.** Bear told a joke the mouse laughed.
- R.** Bear told a joke to the mouse, the mouse laughed.
- S.** Bear told to the mouse a joke the mouse laughed.

TN128331

Item Label	TN128331	Max Points	2
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1,3
DOK	1	Rubric	N/A
Standard 1 Code	2.RF.3.d	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

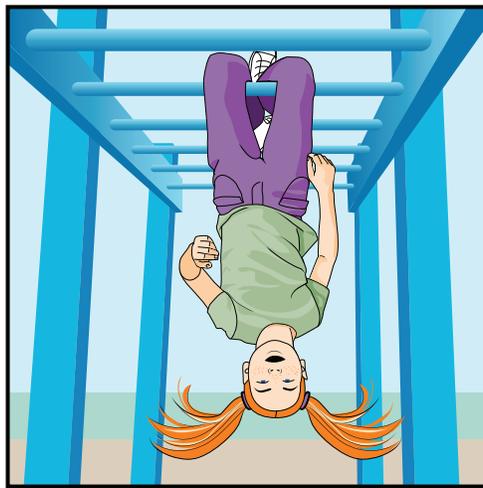
Which **two** words from the passage make new words when the prefix **re-** is added? Choose **two** correct answers.

- A.** made
- B.** brought
- C.** told
- D.** laughed
- E.** said

TN128387

Item Label	TN128387	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.1	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

A New Day



- 1 Sofia is a little tired of always doing the same thing. "Sometimes," thinks Sofia, "it seems like everything around me is boring. Tomorrow, I will find a way to make my day more fun."
- 2 Sofia wakes up the next day and decides to do four new things.
- 3 Sofia always eats cereal for breakfast. Today, she eats a grapefruit, instead. "Yum!" says Sofia, as she chews on the juicy grapefruit slice. It is a sour new breakfast.
- 4 Sofia always walks to school. Today, she hops all the way to school on one foot. "Hop, hop, hop," says Sofia, as she lands on her left foot. "Hop, hop, hop," she says again, as she switches to her right foot. It is a bouncy new way to go to school.
- 5 During recess, Sofia always plays tag. Today, she hangs upside down from the bars. "Wheee!" squeals Sofia, as she swings to and fro, to and fro. It is a new way to see the world.

- 6 Sofia goes to bed early. She has never done that before! The excitement makes it difficult to go to sleep, but Sofia wants to wake up early tomorrow so that she can do even more new things.

Why does Sofia decide to try new things?

- M.** She is bored.
- P.** She is out of cereal.
- R.** She is sleepy.
- S.** She is alone at recess.

TN128392

Item Label	TN128392	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.7	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What does the picture help the reader understand?

- A.** why Sofia says "Wheee!"
- B.** what Sofia always plays at recess
- C.** why Sofia goes to bed early
- D.** what Sofia will do tomorrow

TN128390

Item Label	TN128390	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.3	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

How does Sofia feel at the end of the day?

- M.** dizzy
- P.** nervous
- R.** excited
- S.** hungry

TN128389

Item Label	TN128389	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	2	Rubric	N/A
Standard 1 Code	2.RL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What lesson does Sofia learn?

- A.** Eating juicy fruit is sticky.
- B.** Going to bed early is smart.
- C.** Hopping to school is hard.
- D.** Doing new things is fun.

TN128398

Item Label	TN128398	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.L.1.c	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the story.

Sofia spends recess by _____.

Which word makes this sentence correct?

- M.** myself
- P.** herself
- R.** yourself
- S.** ourselves

TN128399

Item Label	TN128399	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	1	Rubric	N/A
Standard 1 Code	2.L.1.e	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the story.

Sofia squeals the _____ of everyone as she swings.

Which word makes this sentence correct?

- A.** loud
- B.** louder
- C.** loudest
- D.** loudly

TN128400

Item Label	TN128400	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.L.2.c	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

_____ **tried four new things.**

Which word makes this sentence correct?

- M.** Shed
- P.** She'd
- R.** Sh'ed
- S.** Shed'

TN128394

Item Label	TN128394	Max Points	2
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1,4
DOK	1	Rubric	N/A
Standard 1 Code	2.RF.3.a	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Which **two** words from the passage have a **long** vowel sound? Choose **two** correct answers.

- A.** same
- B.** thing
- C.** next
- D.** see
- E.** done

TN128396

Item Label	TN128396	Max Points	2
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2,4
DOK	1	Rubric	N/A
Standard 1 Code	2.RF.3.c	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Which **two** words from the passage have a **long** vowel sound? Choose **two** correct answers.

- M.** never
- P.** recess
- R.** instead
- S.** decides
- T.** switches

TN128397

Item Label	TN128397	Max Points	2
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2,4
DOK	1	Rubric	N/A
Standard 1 Code	2.RF.3.e	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Which **two** words from the passage have the **same** vowel sound as **seems**? Choose **two** correct answers.

- A. breakfast
- B. cereal
- C. instead
- D. eats
- E. early

TN128403

Item Label	TN128403	Max Points	5
Item Grade	02	Item Content	ELA
Item Type	extendedText	Key	na
DOK	3	Rubric	N/A
Standard 1 Code	2.W.8	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[TAS - Test Administrator Script]

Directions: In this section of Subpart 1, the passage and a writing prompt will be read to you. Follow along as the passage and writing prompt questions are read and then answer the questions on the lined pages in your test booklet. You may make notes, highlight, or underline on these two pages with the passage.

You must answer the questions on the lined pages in your test booklet.

I will now read the passage.

A New Day

Sofia is a little tired of always doing the same thing. "Sometimes," thinks Sofia, "it seems like everything around me is boring. Tomorrow, I will find a way to make my day more fun."

Sofia wakes up the next day and decides to do four new things.

Sofia always eats cereal for breakfast. Today, she eats a grapefruit, instead. "Yum!" says Sofia, as she chews on the juicy grapefruit slice. It is a sour new breakfast.

Sofia always walks to school. Today, she hops all the way to school on one foot. "Hop, hop, hop," says Sofia, as she lands on her left foot. "Hop, hop, hop," she says again, as she switches to her right foot. It is a bouncy new way to go to school.

During recess, Sofia always plays tag. Today, she hangs upside down from

the bars. “Wheeee!” squeals Sofia, as she swings to and fro, to and fro. It is a new way to see the world.

Sofia goes to bed early. She has never done that before! The excitement makes it difficult to go to sleep, but Sofia wants to wake up early tomorrow so that she can do even more new things.

Now, follow along as the writing prompt is read to you.

[End TAS]

Think about the new things that Sofia tries in the story. What do you think Sofia will try next? Why do you think that is what she will do?

Write 3 or 4 sentences to answer the questions. What do you think Sofia will try next? Why do you think that is what she will do?

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

TN128123

Label	TN128123	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	ELA	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.SL.2	Standard 1 Text	N/A

[Start TAS]

Students from Mr. Johnson’s second grade class are cleaning up trash in the park.

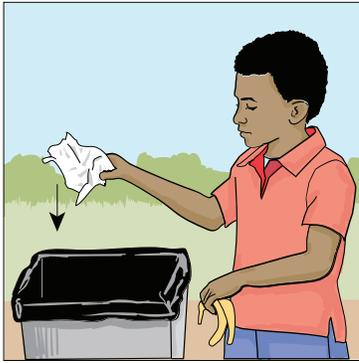
Pause.

Which picture shows what a student from Mr. Johnson’s class is doing?

Pause while students mark their answer.

[End TAS]

M.



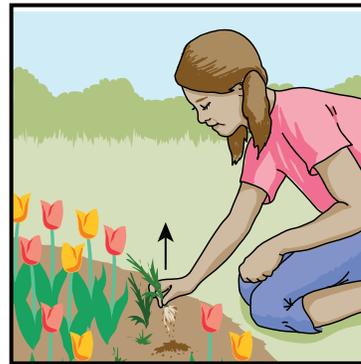
R.



P.



S.



TN128276

Item Label	TN128276	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS - Read aloud passage]

The Treasure Hunt

Joe looked for things on his treasure-hunt list. He had already found a pinecone under a tree. There were still four more things that he needed to find.

He found a carrot in the garden and crossed it off the list. Then he found a flower next to the sidewalk and crossed it off too. Next, he found a rock on the porch and crossed it off. There was only one thing left on the list.

Joe ran into the house and opened the refrigerator. Then he opened the fruit drawer. He took out an apple. He crossed the last thing off the list.

Which picture shows where Joe found the flower?

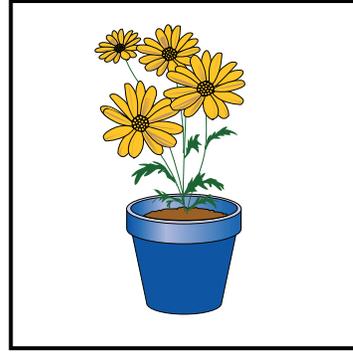
[Pause while students mark their answer.]

[End TAS]

A.



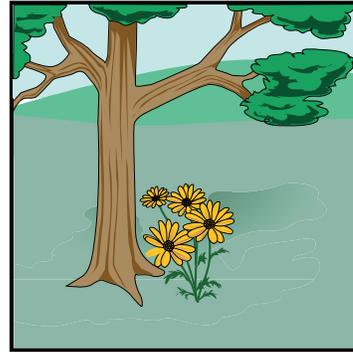
C.



B.



D.



TN128280

Item Label	TN128280	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.SL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

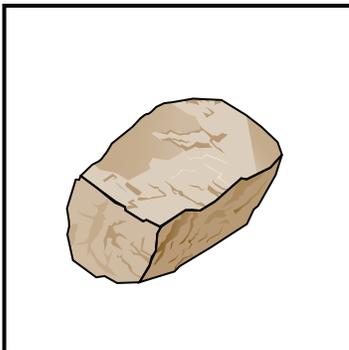
[Start TAS]

Which picture shows something that is not on Joe’s list?

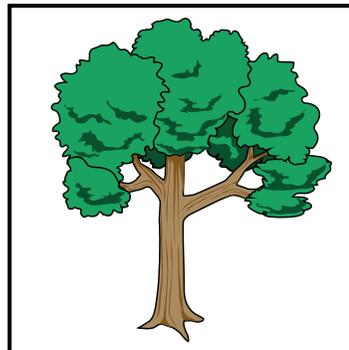
[Pause while students mark their answer.]

[End TAS]

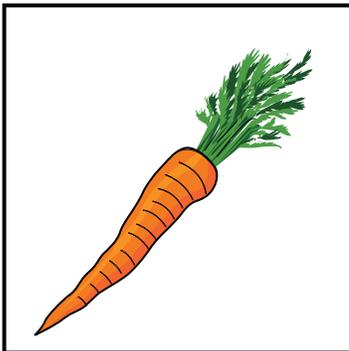
M.



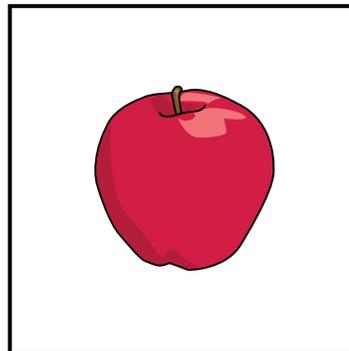
R.



P.



S.



TN128208

Item Label	TN128208	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Favorite Season

Summer is Silvia’s favorite season. It’s also Aunt Maria’s favorite season. Every summer, Aunt Maria takes Silvia to the beach—their favorite place!

They pick a spot by a big, tall rock. Aunt Maria leans against it, reading a book.

Silvia climbs onto the rock, pretending it’s a mountain. “I see sailboats,” Silvia says, pointing far, far away.

Silvia plays tag with the waves. They come close, but Silvia runs the other way. Aunt Maria loves the waves. She likes how the water tickles her toes.

At night, Silvia and Aunt Maria write in their journals. Tonight, both of them will write all about their favorite place.

[Start TAS]

Which is Aunt Maria’s and Silvia’s favorite season?

[Pause while students mark their answer.]

[End TAS]

- A.** winter
- B.** spring
- C.** summer
- D.** fall

TN128206

Item Label	TN128206	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

What does Aunt Maria do while Silvia plays?

[Pause while students mark their answer.]

[End TAS]

- M.** writes in a journal
- P.** builds a sand castle
- R.** runs from the waves
- S.** reads a book

TN128203

Item Label	TN128203	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

What does Silvia point at when she stands on the rock?

[Pause while students mark their answer.]

[End TAS]

- A.** a book
- B.** the sailboats
- C.** a mountain
- D.** the waves

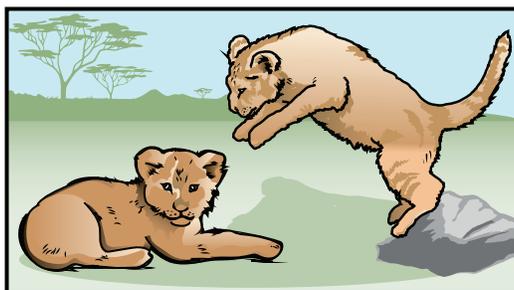
TN128040

Item Label	TN128040	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	1	Rubric	N/A
Standard 1 Code	2.RI.1	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

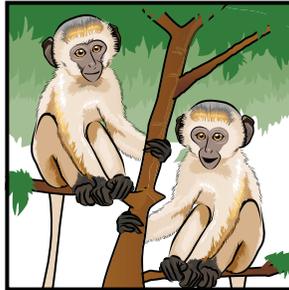
Excerpt from “Why Do Animals Play?”

by Kathleen Weidner Zoehfeld

- 1 Puppies love to run and tumble. They chase each other around the yard. They wrestle and nip each other gently. A kitten will pounce on a toy mouse or leap high for a piece of yarn.
- 2 Why do animals play? For the same reason YOU play— because it’s FUN! But there is more to animal play than just fun. For animals in the wild, play is important to their very survival. Young animals have to learn about their world. They have to exercise their muscles and practice all the skills they will need to be successful adults.
- 3 Sometimes a young deer will leap and frolic. With each twisting, twirling dance, the fawn’s legs are getting stronger. It is learning how to run fast and zigzag to confuse predators. That will keep it safe when it is time to leave its mother’s side.
- 4 While deer have to learn to escape from predators, young lion cubs must learn how to hunt. When a cub is little, it stalks its brother or sister. It will slink along on crouched legs. When the moment seems right, the cub pounces! The other cub bats back with its paws and wriggles free.
- 5 The cubs keep their claws in, though, and their bites are gentle.



- 6 The cubs are not trying to hurt each other. They are playing at being great hunters. This is practice for the real thing.
- 7 Wolves live in family groups called packs. When the pups are grown up, they will hunt together and watch out for each other. So, they must learn to communicate.
- 8 A wolf pup signals another pup that she wants to play. She stretches out her front legs and bows. She wiggles and wags her tail. As they play, both pups hold their mouths slightly open. That's how they tell each other "yes, we are still playing!"
- 9 When most young animals wrestle, race, or chase, it's not about winning. Each youngster is building its strength and skills. And they are learning to cooperate. If one youngster plays too rough, the others will let him know they are unhappy with his behavior.
- 10 Groups of young vervet monkeys sometimes sneak away from the adults in their family. All wrapped up in their games, the little ones may not notice when danger is near. So an adult monkey will go looking for the straying youngsters. The adult will yell out a warning.



- 11 Watch out! Be careful! You've heard parents or teachers say these things when you play. Animals have to learn about the dangers in their world too. Playing helps them learn. Playing helps them get along. Playing makes them strong and confident.

Source: Excerpt from "Why Do Animals Play?" by Kathleen Weidner Zoehfeld. Reprinted with permission of Cricket Media. Copyright 2007.

Which animals learn to hunt by playing?

- M.** puppies
- P.** deer
- R.** lion cubs
- S.** vervet monkeys

TN128039

Item Label	TN128039	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	2	Rubric	N/A
Standard 1 Code	2.RI.1	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Why do lion cubs keep their claws in?

- A.** to show when they win
- B.** to sneak up on one another
- C.** to show they want to quit
- D.** to keep from hurting one another

TN128036

Item Label	TN128036	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.RI.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What is the main idea of the passage?

- M.** Wild animals play to learn skills.
- P.** Wild animals play to be helpful.
- R.** Wild animals play to stay busy.
- S.** Wild animals play to have fun.

TN128043

Item Label	TN128043	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.RI.7	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What does the picture of the young monkeys add to the information in paragraph 10?

- A.** It shows when they play.
- B.** It shows what they like to eat.
- C.** It shows where they play.
- D.** It shows why they sneak away.

TN128042

Item Label	TN128042	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.RI.7	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What part of the lion cubs' play does the picture of the cubs show?

- M.** stalking
- P.** slinking
- R.** pouncing
- S.** wriggling

TN128056

Item Label	TN128056	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	2	Rubric	N/A
Standard 1 Code	2.L.4.a	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence from paragraph 1.

A kitten will pounce on a toy mouse or leap high for a piece of yarn.

What is the meaning of the word leap in this sentence?

- A.** fly
- B.** look
- C.** dive
- D.** jump

TN128045

Item Label	TN128045	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.L.4.a	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What does the phrase learning to cooperate mean in paragraph 9?

- M.** finding ways to get along with one another
- P.** showing one another how to play rough
- R.** being the leader of a group
- S.** making sure to always win

TN128046

Item Label	TN128046	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	2	Rubric	N/A
Standard 1 Code	2.L.4.a	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Which word or phrase from paragraph 10 helps the reader understand the meaning of straying?

- A. "sneak away"
- B. "wrapped up"
- C. "notice"
- D. "yell"

TN128053

Item Label	TN128053	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.L.1.c	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

The young monkeys play by _____ , away from adults.

Which word makes this sentence correct?

- M.** itself
- P.** themselves
- R.** ourselves
- S.** himself

TN128054

Item Label	TN128054	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	1	Rubric	N/A
Standard 1 Code	2.L.2.a	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

Some monkeys live in the mountains in africa.

Which word in this sentence needs a capital letter?

- A.** Monkeys
- B.** Live
- C.** Mountains
- D.** Africa

TN128055

Item Label	TN128055	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	1	Rubric	N/A
Standard 1 Code	2.L.2.c	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

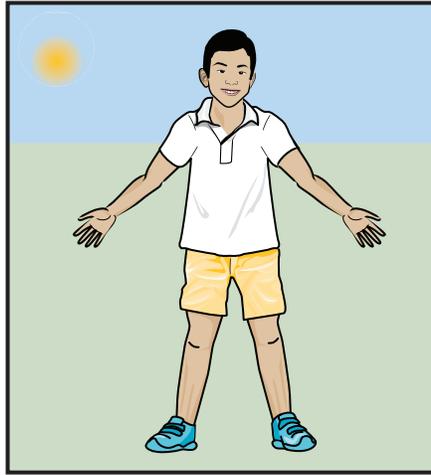
Read this sentence about the passage.

An _____ muscles are weak when it is young.

Which word makes this sentence correct?

- M.** animals
- P.** animals'
- R.** animal's
- S.** animals's

"Cool" Clothes



- 1 Did you know that the color of your clothes can make a difference in how cool you stay? It is true, at least when you are outdoors on a sunny day.
- 2 You see, color soaks in sunlight, which then becomes heat. If you wear a black shirt, that shirt will soak in much light. The warm shirt will make your body become warmer.
- 3 On the other hand, a white shirt will keep your body cooler. This is because a white shirt has no color to soak in the heat. Instead, the shirt turns away sunlight. The light bounces off of the shirt. This means that less heat reaches your body.
- 4 So the rule is, the darker a shirt is, the warmer you are likely to feel. The lighter a shirt is, the cooler you are likely to feel. Now you know why people often wear light-colored clothing in the summer and darker clothing in the winter!

TN128454_G2

Item Label	TN128454_G2	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.RI.7	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What does the picture add to the information in the passage?

- A.** It shows how hot it gets on a sunny day.
- B.** It shows how clothing soaks up light.
- C.** It shows an example of an outfit to help you stay cool.
- D.** It shows the difference between summer and winter.

TN128452

Item Label	TN128452	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	4
DOK	2	Rubric	N/A
Standard 1 Code	2.RI.3	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What is a result of wearing a white shirt on a sunny day?

- A.** Your body becomes warmer.
- B.** More light reaches your body.
- C.** Your body becomes sweaty.
- D.** Less heat reaches your body.

TN128460

Item Label	TN128460	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	2	Rubric	N/A
Standard 1 Code	2.L.4.a	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What is the meaning of the phrase bounces off in paragraph 3?

- M.** spreads through
- P.** changes to
- R.** turns away
- S.** hides from

TN128453

Item Label	TN128453	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	2	Rubric	N/A
Standard 1 Code	2.RI.6	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

What is the author’s purpose in the passage?

- A.** to compare different ways of making shirts
- B.** to explain what happens when wearing different-colored clothes
- C.** to describe which clothes are best to wear indoors
- D.** to give rules about how people should dress

TN128448

Item Label	TN128448	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	3	Rubric	N/A
Standard 1 Code	2.RI.8	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence from paragraph 4.

The lighter the color of a shirt is, the cooler you are likely to feel.

Which reason does the author give to explain what this sentence says?

- M.** Light-colored clothing turns away sunlight.
- P.** Light-colored clothing is made from thin fabrics.
- R.** Light-colored clothing causes your skin to sweat.
- S.** Light-colored clothing has a loose fit.

TN128462

Item Label	TN128462	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	1	Rubric	N/A
Standard 1 Code	2.L.1.d	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

Yesterday, I _____ a short-sleeved shirt.

Which word makes this sentence correct?

- A.** weared
- B.** worn
- C.** wore
- D.** wored

TN128463

Item Label	TN128463	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.L.1.e	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

The sun feels _____ in the summer than it feels in the winter.

Which word makes this sentence correct?

- M.** hot
- P.** hotter
- R.** hottest
- S.** hotly

TN128464

Item Label	TN128464	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.L.2.c	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Read this sentence about the passage.

You _____ get hot if you wear the right clothing.

Which word makes this sentence correct?

- A.** wont
- B.** won't
- C.** wo'nt
- D.** wont'

TN128467

Item Label	TN128467	Max Points	5
Item Grade	02	Item Content	ELA
Item Type	extendedText	Key	na
DOK	3	Rubric	N/A
Standard 1 Code	2.W.8	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Test Administrator Script - TAS]

Follow along as I read the directions to you.

Directions: In this section of Subpart 3, the passage and a writing prompt will be read to you. Follow along as the passage and writing prompt questions are read and then answer the questions on the lined pages in your test booklet. You may make notes, highlight, or underline on these two pages with the passage. You must answer the questions on the lined pages in your test booklet.

I will now read the passage.

“Cool” Clothes

Did you know that the color of your clothes can make a difference in how cool you stay? It is true, at least when you are outdoors on a sunny day.

You see, color soaks in sunlight, which then becomes heat. If you wear a black shirt, that shirt will soak in much light. The warm shirt will make your body become warmer.

On the other hand, a white shirt will keep your body cooler. This is because a white shirt has no color to soak in the heat. Instead, the shirt turns away sunlight. The light bounces off of the shirt. This means that less heat reaches your body.

So the rule is, the darker a shirt is, the warmer you are likely to feel. The lighter a shirt is, the cooler you are likely to feel. Now you know why people often wear light-colored clothing in the summer and darker clothing in the winter!

Pause.

Now, follow along as the writing prompt is read to you.

Imagine that your friend wants to wear a long-sleeved black shirt on a very hot day. Do you think it is a good idea for your friend to wear black on a very hot day? Why or why not?

Write 3 or 4 sentences to answer the questions. Do you think it is a good idea for your friend to wear black on a very hot day? Why or why not? Provide evidence (information) from the passage to support your answers.

Be sure to:

- Answer the questions completely.
- Write at least 3 or 4 complete sentences.
- Use evidence from the passage.
- Use correct spelling and grammar.
- Use correct capitalization and punctuation.

Take a few minutes to think about the passage and the questions so that you can plan your answers before you begin to write. You may read the passage and the writing prompt again to yourself. **Write your answers in the next two pages of your test booklet.** You may use as much space as you need.

TN128102

Label	TN128102	Max Points	5
Item Grade	02	Rationale1	N/A
Item Content	ELA	Rationale2	N/A
Item Type	match	Rationale3	N/A
Key	A1,B2,A3,A4,B5,B6,A7,B8,B9,A10,A11,A12,B13,B14,A15,B16,A17,A18,A19,B20	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.RF.4.a	Standard 1 Text	N/A

[Test Administrator Script - TAS]

Follow along as I read the directions to you.

Directions

Read each sentence. Mark YES if the sentence is true. Mark NO if the sentence is not true. Fill in the circle within the box. Start when you hear GO. Then do as many as you can until you hear STOP.

Prepare to time the activity.

SAY **GO**

Wait 60 seconds

SAY **STOP**.

	YES	NO
Red is a color.		
Birds can breathe under water.		
Bread is a kind of food.		
The alphabet is made up of letters.		
Ice will melt when it gets very cold.		
A snake can walk.		
Nickels and dimes are money.		
Zebras have orange and white stripes.		
An elephant is smaller than a mouse.		
The grade that comes after second is third.		
Trains travel on tracks.		
Adults are older than children.		
A whale is a tiny animal.		
The sun goes down in the morning.		
A kitchen is a room in a house.		
Ice cream is hot.		
A circle is a shape.		
People use their ears to hear.		
A shout is louder than a whisper.		
Babies take care of doctors who are sick.		

TN128120

Label	TN128120	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	ELA	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	2	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.SL.2	Standard 1 Text	N/A

[Start TAS]

The weather report for today says that it will be partly cloudy with no chance of rain.

Pause.

Which picture shows what the weather will be like today?

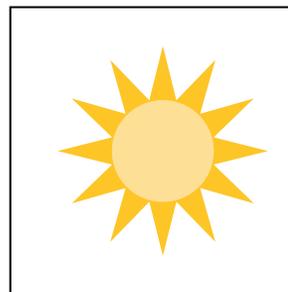
Pause while students mark their answer.

[End TAS]

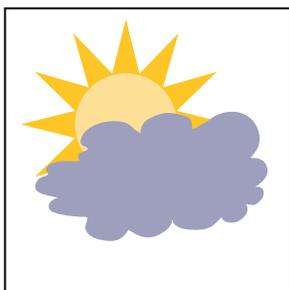
M.



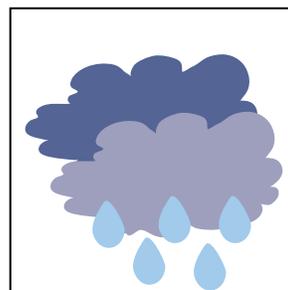
R.



P.



S.



TN128108

Label	TN128108	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	ELA	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	2	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.SL.2	Standard 1 Text	N/A

[Start TAS]

Elephants sleep for only two or three hours a day and spend the rest of their time eating plants.

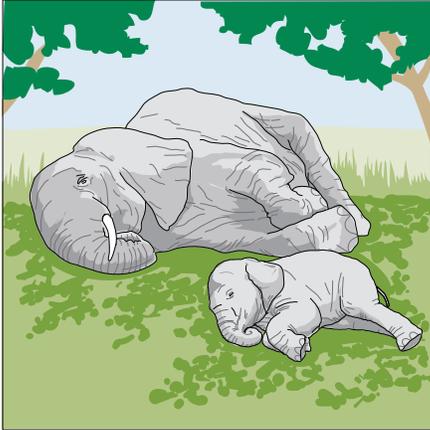
Pause.

Which picture shows what elephants do for most of the day?

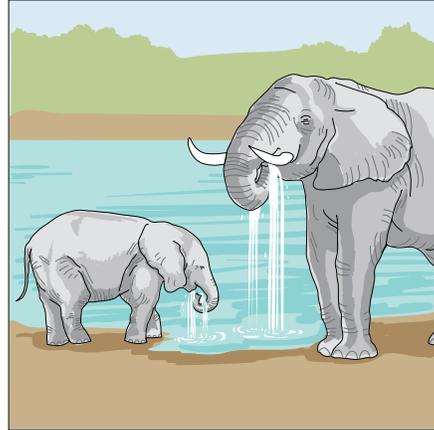
Pause while students mark their answer.

[End TAS]

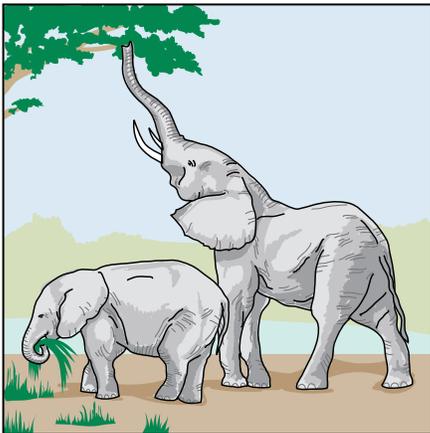
A.



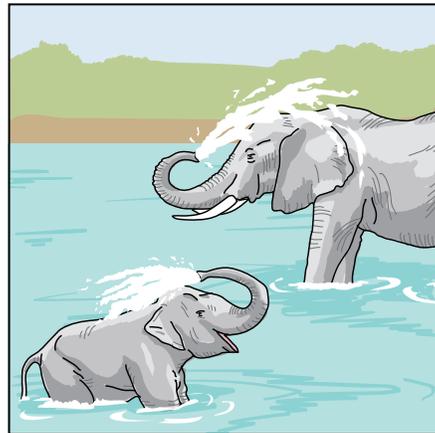
C.



B.



D.



TN128484

Item Label	TN128484	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

Working with Animals

If you love animals, you might want to work in a zoo someday.

Zookeepers take care of zoo animals. They clean the animal areas and make sure the animals are healthy. Zookeepers also feed the animals special meals. For example, they use ladders to hang fresh tree branches on high hooks for giraffes.

Zookeepers also train animals. Training teaches animals to be calm and let zookeepers safely touch them. One zookeeper even teaches giraffes to paint with brushes in their mouths!

If you are thinking about working with animals one day, you might want to try taking care of one.

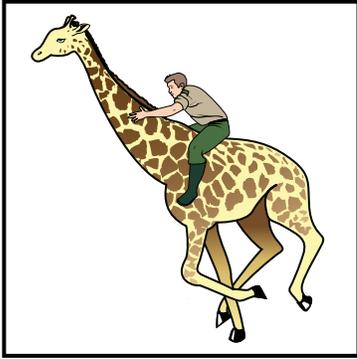
[Start TAS]

Which picture shows what a zookeeper in the passage trained a giraffe to do?

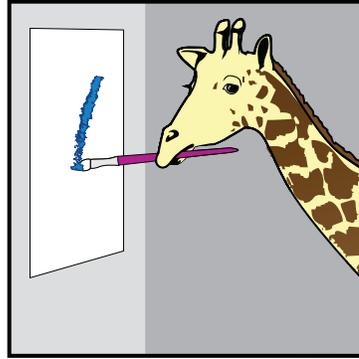
[Pause while students mark their answer.]

[End TAS]

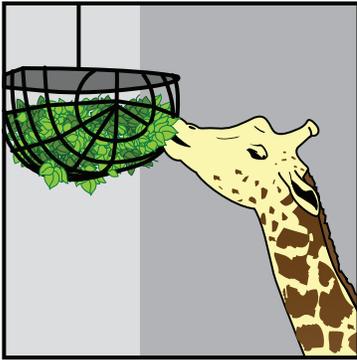
M.



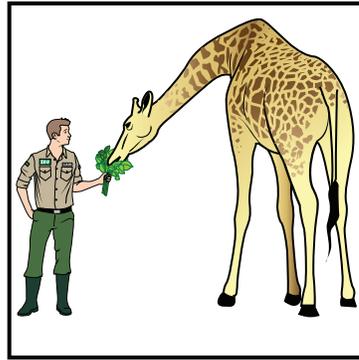
R.



P.



S.



TN128485

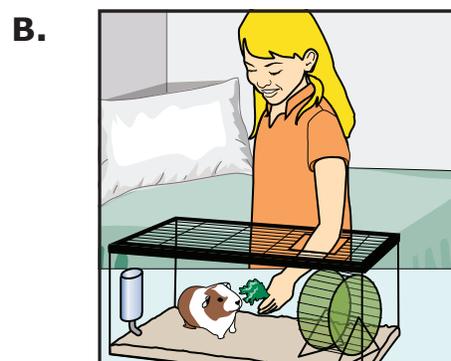
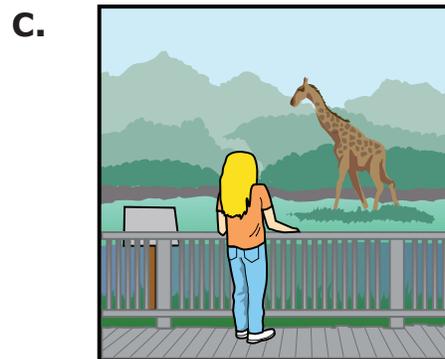
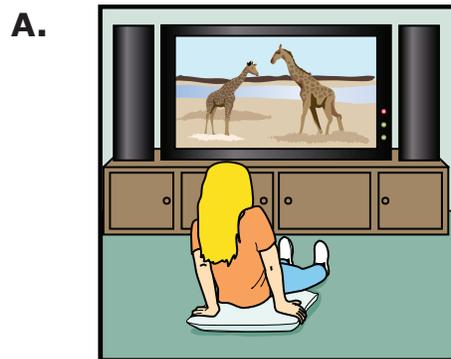
Item Label	TN128485	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	2
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.3	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

Which picture shows how the passage says to prepare for a job working with animals?

[Pause while students mark their answer.]

[End TAS]



TN128413

Item Label	TN128413	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	3
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS - Read aloud passage]

Frank’s Ice Pops

Frank Epperson was just eleven years old when he made the first frozen ice pop. He made a drink by mixing a sweet powder with water. One cold night, he left his drink outside. The next morning, Frank’s drink was frozen solid. The wooden stick that he used to stir the drink was still in the glass. Frank put the glass in hot water. Then he used the stick as a handle to pull out the ice pop. Frank liked that he did not need a spoon or a fork to eat his new treat. Frank’s friends loved his ice pops, especially the cherry flavor. He knew other people would like them too.

Which picture shows what Frank did first after he found his frozen drink?

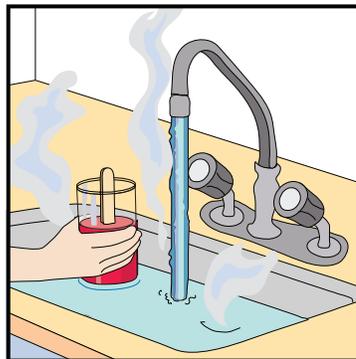
[Pause while students mark their answer.]

[End TAS]

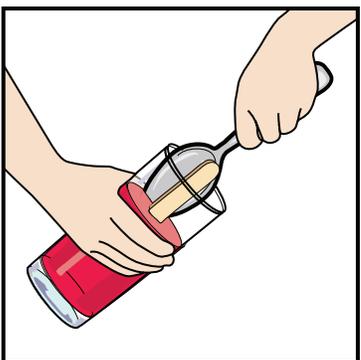
M.



R.



P.



S.



TN128415

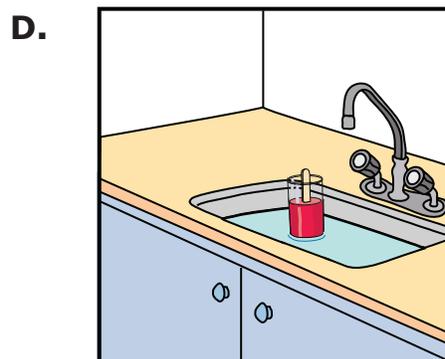
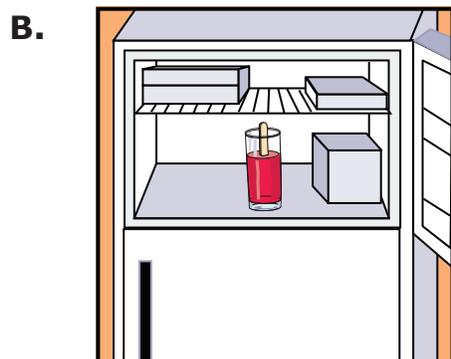
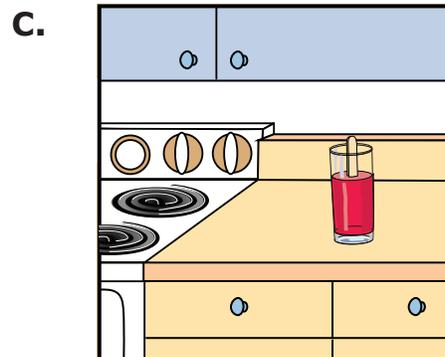
Item Label	TN128415	Max Points	1
Item Grade	02	Item Content	ELA
Item Type	choice	Key	1
DOK	1	Rubric	N/A
Standard 1 Code	2.SL.2	Standard 1 Text	N/A
Standard 2 Code	N/A	Standard 2 Text	N/A

[Start TAS]

Which picture shows where Frank left his drink overnight?

[Pause while students mark their answer.]

[End TAS]



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Tennessee Comprehensive
Assessment Program TCAP
English Language Arts
Grade 2 item Release
Spring 2017



Tennessee Comprehensive Assessment Program

TCAP

Math Grade 2 Item Release





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- Math Grade 2..... 6**

Metadata Interpretation Guide – Math

SAMPLE METADATA TABLE

Label	TN0045532	Max Points	1
Item Grade	8	Rationale1	
Item Content	Math	Rationale2	
Item Type	Choice	Rationale3	
Key	3	Rationale4	
DOK	2	Rationale5	
Difficulty	M	Rationale6	
Calculator	No	Sample Answer	
Ruler	None		
Standard 1 Code	8.NS.A.2	Standard 1	
Standard 2 Code	8.NS.A.2	Standard 2	

METADATA DEFINITIONS

Label: Unique letter/number code used to identify the item.	Max Points: Maximum score points possible for this item.
Item Grade (if listed): Grade level in 3-8 or EOC	Rationale1 (if listed): Reason why this answer choice is correct or incorrect.
Item Content (if listed): Subject being tested. (e.g., ELA, Algebra I, etc.).	Rationale2 (if listed): Reason why this answer choice is correct or incorrect.
Item Type: For example, "Choice" for multiple choice questions, "Match" for matching tables, "Composite" for two-part items.	Rationale3 (if listed): Reason why this answer choice is correct or incorrect.
Key: Correct answer. 1=A, 2=B, etc. This may be blank for constructed response items where students write or type their responses.	Rationale4 (if listed): Reason why this answer choice is correct or incorrect.
DOK (if listed): Depth of Knowledge (cognitive complexity) is measured on a four-point scale. 1=recall; 2=skill/concept; 3=strategic thinking; 4=extended thinking.	Rationale5 (if listed): Reason why this answer choice is correct or incorrect.
Difficulty (if listed): Level of difficulty.	Rationale6 (if listed): Reason why this answer choice is correct or incorrect.
Calculator (if listed): Yes for items that permit calculator use.	Protractor (if listed): Yes for items that permit protractor use.
Ruler (if listed): Yes for items that permit a ruler.	Sample Answer (if listed): An example of an answer a student could provide.
Standard 1 Code (if listed): Content standard assessed.	Standard 1 (if listed): Text of the content standard assessed.
Standard 2 Code (if listed): Content standard assessed. This is the primary code used for the Integrated Math courses.	Standard 2 (if listed): Text of the content standard assessed.

TN128017

Label	TN128017	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	3	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.A.1	Standard 1 Text	N/A

Use the centimeter (cm) side of your ruler to measure the length of this marker.



What is the length of the marker, to the nearest centimeter?

- A. 12
- B. 13
- C. 14
- D. 15

TN127964

Label	TN127964	Max Points	1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	40 - 21 = 19 64	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.A.1	Standard 1 Text	N/A

A bucket has 40 cups of water in it. The bucket is **not** full.

A. Owen pours 21 cups of water from the bucket onto his flowers. Write an equation to show how many cups of water are now in the bucket.

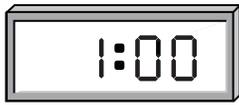
B. Owen **then** pours 45 cups of water into the bucket so that it is full. How many cups of water are in the bucket when it is full?

TN128030

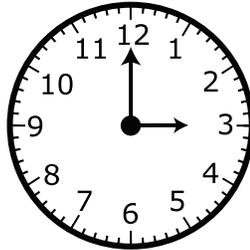
Label	TN128030	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.C.7	Standard 1 Text	N/A

Which set of clocks shows the same time?

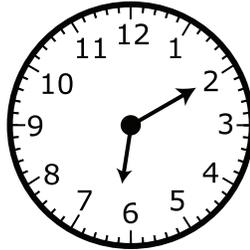
M.



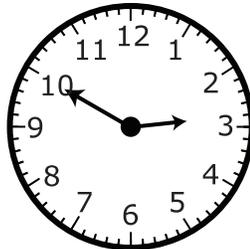
P.



R.



S.



TN128016

Label	TN128016	Max Points	1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	2 na	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.A.2	Standard 1 Text	N/A

The length of the pencil is shown in paper clips.



Use the inch (in) side of your ruler to measure to the nearest inch. Measure the length of the pencil.

A. Fill in each box to tell how long the pencil is.

paper clips long

inches long

B. In each box, circle the word that makes the sentence **true**.

Each paper clip is

longer

shorter

than an inch.

It takes

more
fewer

paper clips than inches to measure the pencil.

TN127949

Label	TN127949	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	2	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.C.3	Standard 1 Text	N/A

A sentence is shown.

The equation $4 + 4 = 8$ shows that ____ is even.

What number goes in the blank to make this sentence **true**?

- A.** 4
- B.** 8
- C.** 12
- D.** 16

TN127993

Label	TN127993	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	2	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.A.3	Standard 1 Text	N/A

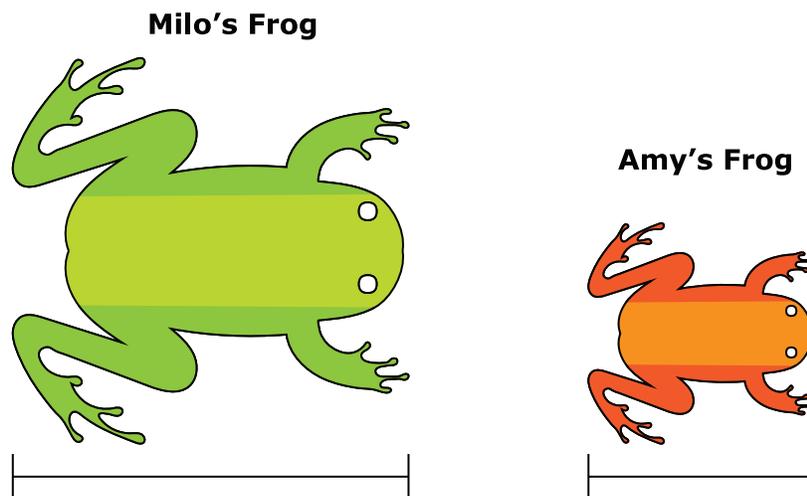
Heath is using a fork to eat dinner. About how many centimeters long is a fork?

- M.** 5
- P.** 20
- R.** 50
- S.** 100

TN127970

Label	TN127970	Max Points	1 1 1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	na na 16 na	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.B.5	Standard 1 Text	N/A

Milo and Amy have the toy frogs shown in the picture.



Use the centimeter (cm) side of your ruler to measure the length of each frog.

A. How many centimeters long is Milo's frog?

B. How many centimeters **longer** is Milo’s frog than Amy’s frog?

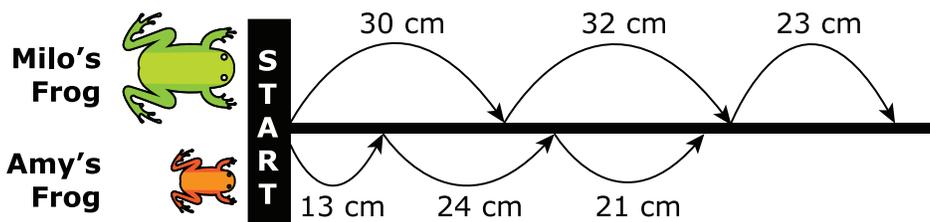
Milo and Amy make their toy frogs jump.

- Milo's frog jumps 33 centimeters.
- Amy's frog jumps 17 centimeters.

C. How many **more** centimeters does Milo’s frog jump than Amy’s frog jumps? Fill in the box in this equation with the correct number to show the answer.

33 – 17 =

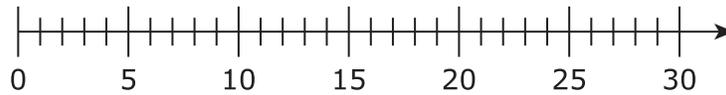
Milo and Amy put their frogs side by side. They make their frogs jump three more times. They measure the length of each jump that their frogs make.



After **all** three jumps are completed, Milo and Amy find the total number of centimeters that each frog has jumped.

D. How many centimeters has Milo's frog jumped?

E. Draw a point on this number line to show how many **more** centimeters Milo's frog has jumped than Amy's frog has jumped.



TN127956_G2

Label	TN127956_G2	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.4	Standard 1 Text	N/A

A number in this number sentence is missing.

$$247 > \square$$

Which number could be put in the box to make the number sentence **true**?

- A.** 358
- B.** 336
- C.** 270
- D.** 239

TN128000

Label	TN128000	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	2	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.G.A.1	Standard 1 Text	N/A

How many faces does a cube have?

- M.** 4
- P.** 6
- R.** 8
- S.** 12

TN127952

Label	TN127952	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	3	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.1	Standard 1 Text	N/A

How many hundreds are in 547?

- A.** 1
- B.** 4
- C.** 5
- D.** 7

TN127979

Label	TN127979	Max Points	1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	43 62	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.5	Standard 1 Text	N/A

Fill in each box with the number that makes the equation **true**.

$28 + 15 =$

$95 - 33 =$

TN127968

Label	TN127968	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1,4	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.5	Standard 1 Text	N/A

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

M. $80 - 33 = 47$

P. $76 + 10 = 87$

R. $75 - 15 = 50$

S. $62 + 8 = 70$

T. $60 - 29 = 49$

TN127972

Label	TN127972	Max Points	1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	15 11	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.B.2	Standard 1 Text	N/A

Fill in each box with the number that makes the equation **true**.

$6 + 9 =$

$14 - 3 =$

TN127974

Label	TN127974	Max Points	1 1 1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	8 3 17 14	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.B.2	Standard 1 Text	N/A

Fill in each box with the number that makes the equation **true**.

$16 - 8 =$

$13 - 10 =$

$8 + 9 =$

$12 + 2 =$

TN127982

Label	TN127982	Max Points	N/A
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	N/A	Rationale3	N/A
Key	N/A	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.5	Standard 1 Text	N/A

Find each difference. Write the difference in the box.

$$\begin{array}{r} 77 \\ - 38 \\ \hline \square \end{array}$$

$$\begin{array}{r} 46 \\ - 21 \\ \hline \square \end{array}$$

TN127975

Label	TN127975	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	2,3	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.B.2	Standard 1 Text	N/A

Which sums and differences are equal to 12? Choose the **two** correct answers.

- A.** $4 + 9$
- B.** $7 + 5$
- C.** $20 - 8$
- D.** $18 - 16$
- E.** $16 + 4$

TN127981

Label	TN127981	Max Points	N/A
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	N/A	Rationale3	N/A
Key	N/A	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.5	Standard 1 Text	N/A

Find each sum. Write the sum in the box.

$$\begin{array}{r} 75 \\ + 16 \\ \hline \square \end{array}$$

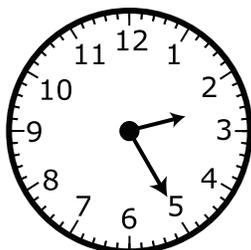
$$\begin{array}{r} 60 \\ + 29 \\ \hline \square \end{array}$$

TN128028

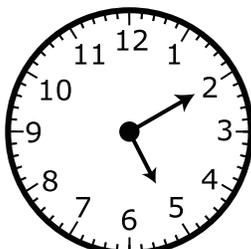
Label	TN128028	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	2	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.C.7	Standard 1 Text	N/A

Which clock shows 5:10?

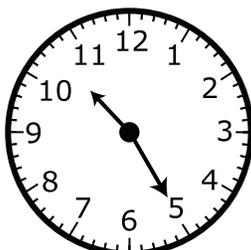
M.



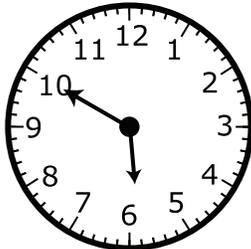
P.



R.



S.



TN127987

Label	TN127987	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	3	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.2	Standard 1 Text	N/A

Betty starts counting at 618. She counts by hundreds. What two numbers does Betty count next?

- A.** 619, 719
- B.** 628, 638
- C.** 718, 818
- D.** 718, 719

TN127944

Label	TN127944	Max Points	1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	composite	Rationale3	N/A
Key	1 13	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.9	Standard 1 Text	N/A

Cathy has 28 stickers. Mike has 15 stickers.

A. Which of these can be used to find how many **more** stickers Cathy has than Mike has?

M. $28 - 10 - 5$

P. $28 - 10 + 5$

R. $28 + 10 - 5$

S. $28 + 10 + 5$

B. How many **more** stickers does Cathy have than Mike has?

TN127960

Label	TN127960	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.4	Standard 1 Text	N/A

Beck uses this number sentence to compare 561 and 823.

$$561 < 823$$

Which sentence tells why the number sentence is right or wrong?

- A.** Since 61 is greater than 23, the number sentence is wrong.
- B.** Since 6 tens is greater than 2 tens, the number sentence is wrong.
- C.** Since 1 is less than 3, the number sentence is right.
- D.** Since 5 hundreds is less than 8 hundreds, the number sentence is right.

TN128032

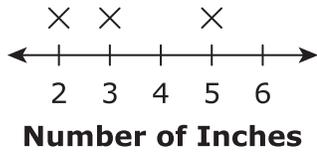
Label	TN128032	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.D.9	Standard 1 Text	N/A

Use the inch (in) side of your ruler to measure to the nearest inch.
Measure the length of each straw.

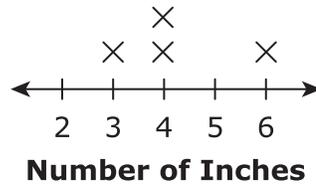


Which line plot shows the lengths of the straws?

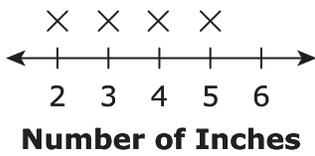
M. Straw Lengths



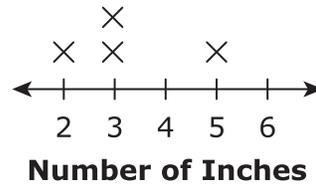
R. Straw Lengths



P. Straw Lengths



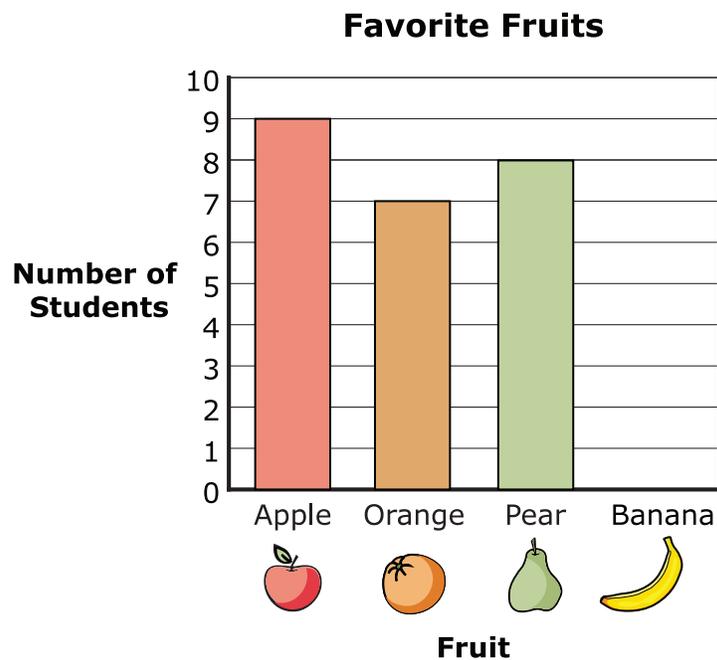
S. Straw Lengths



TN128033

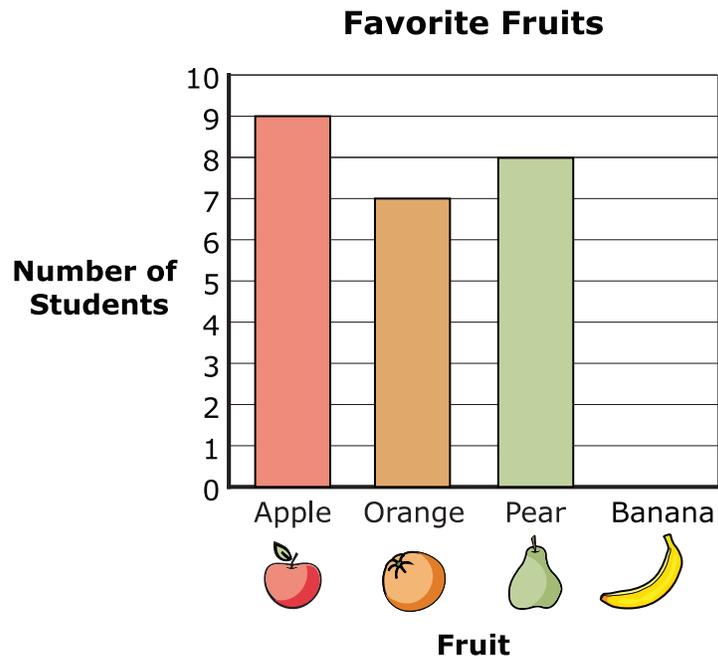
Label	TN128033	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	textEntry	Rationale3	N/A
Key	na	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.D.10	Standard 1 Text	N/A

The bar graph shows the favorite fruits of some students in a class.



A. How many students all together have a favorite fruit of apple, orange, or pear?

B. Banana is the favorite fruit of 5 students in the class. Finish this bar graph by drawing a bar for banana.



TN127938

Label	TN127938	Max Points	1 1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	Composite	Rationale3	N/A
Key	na na	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.OA.C.4	Standard 1 Text	N/A

Some stars are shown.



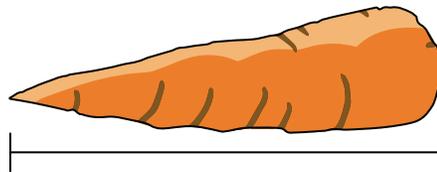
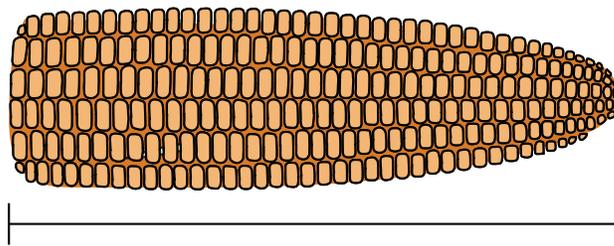
A. What is the number of stars?

B. Use repeated addition to write an equation that shows the number of stars.

TN128022

Label	TN128022	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.A.4	Standard 1 Text	N/A

Use the inch (in) side of your ruler to measure to the nearest inch. Measure the length of the corn and the length of the carrot.



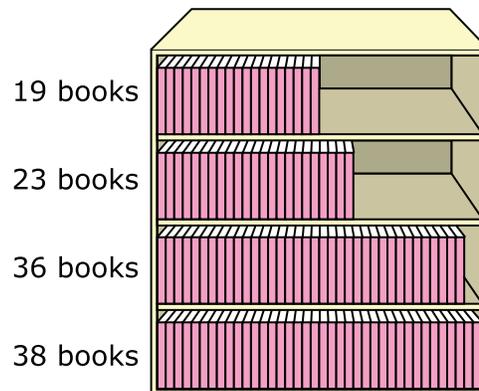
How many inches **longer** is the corn than the carrot?

- A. 1
- B. 2
- C. 3
- D. 4

TN128011

Label	TN128011	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.B.6	Standard 1 Text	N/A

These numbers of books are on the shelves of a bookshelf.



How many books are on the bookshelf all together?

- M.** 86
- P.** 96
- R.** 106
- S.** 116

TN127996

Label	TN127996	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.C.8	Standard 1 Text	N/A

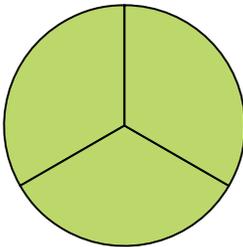
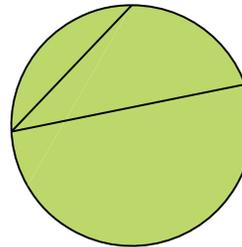
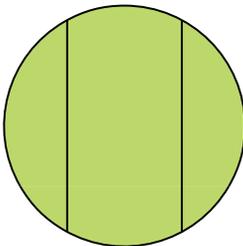
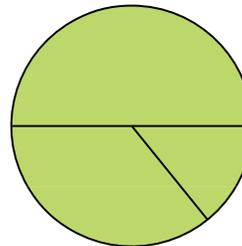
Kaja has 37¢. Which set of coins could Kaja have?



TN127941

Label	TN127941	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.G.A.3	Standard 1 Text	N/A

Which circle shows three thirds?

M.**R.****P.****S.**

TN128023

Label	TN128023	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1	Rationale4	N/A
DOK	2	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.MD.B.5	Standard 1 Text	N/A

Pilar has 100 centimeters of ribbon. She gives two friends some ribbon. Here are the lengths of the ribbon she gives her friends.

- 28 centimeters
- 51 centimeters

Which set of equations shows a way to find how many centimeters of ribbon Pilar has left?

A. $100 - 28 = 72$
 $72 - 51 = \square$

B. $100 - 28 = 72$
 $72 + 51 = \square$

C. $100 + 28 = 128$
 $128 - 51 = \square$

D. $100 + 28 = 128$
 $128 + 51 = \square$

TN127999

Label	TN127999	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	1	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.G.A.1	Standard 1 Text	N/A

What shape has 6 angles?

- M.** hexagon
- P.** quadrilateral
- R.** triangle
- S.** pentagon

TN127939

Label	TN127939	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	3	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.1	Standard 1 Text	N/A

Which number has 2 hundreds, 4 tens, and 0 ones?

- A.** 24
- B.** 204
- C.** 240
- D.** 420

TN127955

Label	TN127955	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.4	Standard 1 Text	N/A

Which number sentence is **true**?

- M.** $379 > 465$
- P.** $436 < 379$
- R.** $436 > 465$
- S.** $436 < 465$

TN127954

Label	TN127954	Max Points	1
Item Grade	02	Rationale1	N/A
Item Content	Math	Rationale2	N/A
Item Type	choice	Rationale3	N/A
Key	4	Rationale4	N/A
DOK	1	Rationale5	N/A
Difficulty	N/A	Rationale6	N/A
Calculator	N/A	Sample Answer	N/A
Ruler	N/A		
Standard 1 Code	2.NBT.A.1	Standard 1 Text	N/A

What number is the same as 8 hundreds?

- A.** 8
- B.** 80
- C.** 88
- D.** 800

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Assessment Program TCAP
Math
Grade 2 Item Release
Spring 2017



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ELA-Math

