

# DIAGNOSTIC PRE-ASSESSMENT C

*Use this Diagnostic Pre-Assessment to identify  
students who require intervention in this area:*

*Measurement & Data*

Standards Plus®  
COMMON CORE  
**INTERVENTION**

**Grade**

**2**

**C**

After analyzing the  
pre-assessment data, you can  
implement your intervention  
program with our ready-to-teach  
Standards Plus Common Core  
Intervention Materials.



**MATHEMATICS GRADE 2**

## ***Diagnostic Pre-Assessment***



### **Administering the Diagnostic Pre-Assessment:**

- Determine if all or a subgroup of your students will be assessed.
- Print the appropriate number of student assessments.
- Distribute the assessments and review the directions with the students.
- Have students complete the assessment independently.
- Collect and score the assessments.
- Students who perform at 75% or lower will benefit from intervention instruction for the topic.

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**See the next page for the Diagnostic Pre-Assessment procedure and answer key.**

## Procedure and Answer Key

### Standards Plus® – Common Core Intervention Mathematics – Grade 2

**Procedure:** Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.

Domain: Measurement & Data

Focus: Measuring Length

Pre-Assessment: C1

**Answers:**

1. 4 in; 10 cm
2. 2 in; 5 cm
3. 6 in; 15 cm
4. 8 cm
5. 2 in

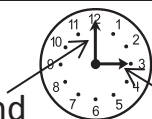
Domain: Measurement & Data

Focus: Telling Time

**Pre-Assessment: #C2**

**Answers:**

1. minute hand
2. Clock shows 4:10
3. Clock shows 7:35
4. Clock shows 12:40
5. Clock shows 9:25
6. 3:30
7. 7:00
8. 1:45
9. 11:15



Domain: Measurement & Data

Focus: Money

**Pre-Assessment: #C3**

**Answers:**

1. 25¢
2. 61¢
3. 26¢
4. 25¢
5. Any combination that equals \$12.55:  
1-\$10, 2-\$1, 2-Quarters, 1-Nickel  
2-\$5, 2-\$1, 1-Quarter, 3-Dimes

## Procedure and Answer Key

### Standards Plus® – Common Core Intervention Mathematics – Grade 2

**Procedure:** Each intervention assessment is designed to be completed independently by the students. Read the directions aloud, and ensure that students understand how to mark their answer choices. Collect the assessments and use the answer key to correct.





Domain: Measurement & Data

Focus: Data









































Pre-Assessment: C4

**Answers:**

1.

Teacher	Number of Students	Total
Mrs. Winter		<b>16</b>
Mr. Donahue		<b>14</b>
Ms. Martinez		<b>18</b>
Mr. Ackley		<b>10</b>

2.

Teacher	Number of Students									
Mrs. Winter										
Mr. Donahue										
Ms. Martinez										
Mr. Ackley										
	<b>2</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>14</b>	<b>16</b>	<b>18</b>	<b>20</b>

3. 18

4. 10

5. 8

See the next four pages for the Diagnostic Pre-Assessments.

Name: \_\_\_\_\_

Pre-Assessment C1

**Directions:** Measure each object using inches and centimeters. Write the measures on the lines.

1. hot dog



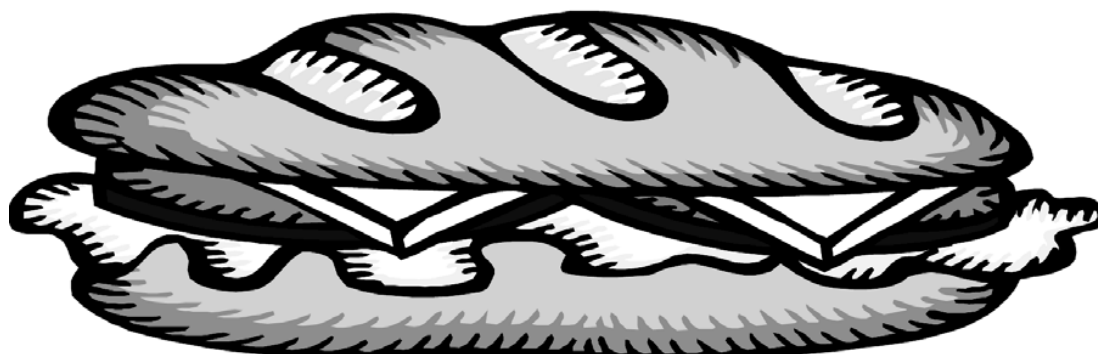
\_\_\_\_\_ inches \_\_\_\_\_ centimeters

2. pepper



\_\_\_\_\_ inches \_\_\_\_\_ centimeters

3. sandwich



\_\_\_\_\_ inches \_\_\_\_\_ centimeters

**Directions:** Measure each object using the designated unit. Write each measure on the lines.

4. fork



\_\_\_\_\_ centimeters

5. lollipop

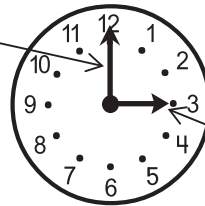


\_\_\_\_\_ inches

Name: \_\_\_\_\_

Pre-Assessment C2

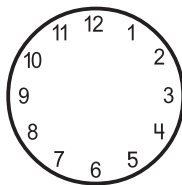
1. Label the hour hand and the minute hand on the analog clock.



**Directions:** Draw the hour and minute hand to show each time.

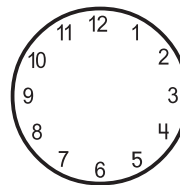
2.

4:10



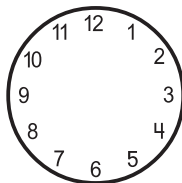
3.

7:35



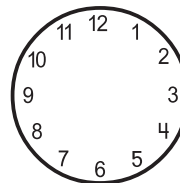
4.

12:40



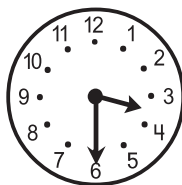
5.

9:25

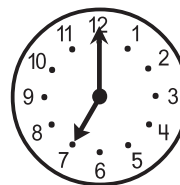


**Directions:** Write the time shown on each clock.

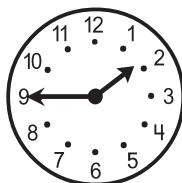
6.



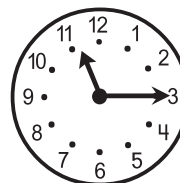
7.



8.



9.



Name: \_\_\_\_\_

### Pre-Assessment C3

**Directions:** Read each question. Write your answers on the lines.

1. What is the value of this coin?



\_\_\_\_\_

2. What is the value of these coins combined?



\_\_\_\_\_

3. What is the value of these coins combined?

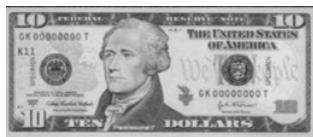


\_\_\_\_\_

4. Jenny has 75 cents. She wants to buy a ball for 50 cents. How much change will she have left over?

\_\_\_\_\_

5. Jose would like to buy a CD for \$12.55. Circle the bills and coins needed to make \$12.55.





























































\_\_\_\_\_

Name: \_\_\_\_\_

### Pre-Assessment C4

**Directions:** Use the pictograph below to respond to items 1-5.

**Numbers of Students in the 2<sup>nd</sup> Grade Reading Club**

Teacher	Number of Students
Mrs. Winter	               
Mr. Donahue	             
Ms. Martinez	                 
Mr. Ackley	         

1. Create a tally chart to match the information in the pictograph above.

Teacher	Number of Students	Total
Mrs. Winter		
Mr. Donahue		
Ms. Martinez		
Mr. Ackley		

2. Create a bar graph to match the information in the pictograph above.

Teacher	Number of Students									
Mrs. Winter										
Mr. Donahue										
Ms. Martinez										
Mr. Ackley										
	2	4	6	8	10	12	14	16	18	20

3. What is the largest value in this data set? \_\_\_\_\_

4. What is the smallest value in this data set? \_\_\_\_\_

5. What is the **range** of this data set? \_\_\_\_\_



## Standards Plus® Common Core Intervention

### ***Diagnostic Pre-Assessment Results***

Once you have the results of the Diagnostic Pre-Assessment, providing targeted intervention instruction is easy with Standards Plus Common Core Intervention. Simply teach the topic(s) that meet your students' needs. Each topic includes scaffolded, ready-to-teach, scripted, direct instruction lessons, performance tasks, and post-assessments.

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## More About Standards Plus Common Core Intervention

### **What is Standards Plus CC Intervention?**

Standards Plus CC Intervention is a set of research-based, scaffolded 1-8 language arts and math lessons written to the Common Core Standards. These explicit, direct instruction lessons were designed to build the essential prerequisite elements of the grade level standards.

### **Benefits:**

- Ready-to-teach lessons and performance tasks with very little teacher preparation.
- Instruction is scaffolded and provides exposure to the standards at DOK levels 1-3.
- Grade level content vocabulary is taught within the context of the lessons.
- Prepares students for grade level success.
- Ideal for:
  - Small group instruction
  - After school programs
  - Special Ed. settings to meet IEP goals
  - Summer school programs

### **Standards Plus Common Core Intervention Instructional Components**

#### **Step-by-Step**

#### **Direct Instruction Lessons:**

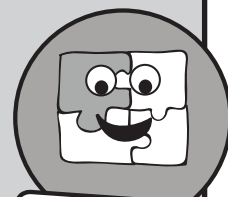
These ready-to-teach lessons are organized by topic to develop prerequisite skills and concepts while scaffolding to grade-level appropriate activities. These lessons are written to DOK levels 1 and 2.



**Step-by-Step  
Lessons**

#### **Performance Tasks:**

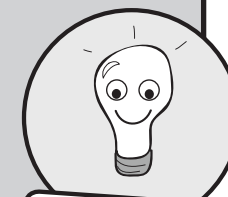
Within each topic, students have the opportunity to participate in a Performance Task to apply what they have learned in a unique setting and cement their learning. These lessons are written to DOK levels 1 and 2.



**Performance  
Tasks**

#### **Post-Assessments:**

Parallel to the Diagnostic Pre-Assessments, these assessments provide data directly related to the instruction provided.



**Post-Assessments  
(Parallel to Diagnostic)**

# Standards Plus®

## COMMON CORE INTERVENTION

Grade	ELA Topic A	ELA Topic B	ELA Topic C	ELA Topic D
<b>1</b>	Reading Literature and Writing	Reading Informational Text	Reading Foundational Skills, Capitalization, and Punctuation	Spelling, Grammar & Usage, and Vocabulary
<b>2</b>	Reading Literature and Writing	Reading Informational Text	Reading Foundational Skills, Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
<b>3</b>	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
<b>4</b>	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
<b>5</b>	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
<b>6</b>	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
<b>7</b>	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, and Spelling	Grammar & Usage and Vocabulary
<b>8</b>	Reading Literature and Writing	Reading Informational Text	Capitalization, Punctuation, Spelling, and Grammar & Usage	Vocabulary
Grade	Math Topic A	Math Topic B	Math Topic C	Math Topic D
<b>1</b>	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<b>2</b>	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry
<b>3</b>	Operations & Algebraic Thinking	Number & Operations – Fractions	Number & Operations in Base Ten and Geometry	Measurement & Data
<b>4</b>	Operations & Algebraic Thinking	Number & Operations – Fractions	Number & Operations in Base Ten and Geometry	Measurement & Data
<b>5</b>	Number & Operations in Base Ten	Number & Operations – Fractions	Measurement & Data	Operations & Algebraic Thinking
<b>6</b>	The Number System	Ratios & Proportional Relationships	Expressions & Equations	Geometry and Statistics & Probability
<b>7</b>	Ratios & Proportional Relationships and The Number System	Expressions & Equations	Statistics & Probability	Geometry
<b>8</b>	The Number System and Expressions & Equations	Functions	Statistics & Probability	Geometry

**To learn more, please contact 1.877.505.9152**