Term 2 Examination in Mathematics 2

Name: Score: _____

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Grade and Section: Date: _____

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Directions: Read each item carefully and answer as directed.

1. A student is looking at a pattern that combines numbers and rhythmic sounds: 2 claps, 4 claps, 6 claps. What is the relationship between the sound pattern and the next number term?

A. The claps are increasing by adding two sounds each time, making the next term eight claps.

B. The claps are increasing by adding one sound each time, making the next term seven claps.

C. The claps stay the same because the rhythm repeats exactly, making the next term six claps.

D. The claps are decreasing by subtracting two sounds each time, making the next term four claps.

2. Analyze the following alphabet sequence: Z, X, V, T. How does the

rule for this decreasing letter pattern relate to counting numbers backward?

A. It follows a rule of skipping two letters forward, which is similar to adding three in a number pattern.

B. It follows a rule of skipping one letter backward, which is similar to subtracting two in a number pattern.

C. It follows a rule of moving to the very next letter, which is similar to subtracting one in a number pattern.

D. It follows a rule of repeating the same letter twice, which is similar to having no change in a number pattern.

3. A 'banig' weaver uses a visual pattern of shapes: 1 square, 3 squares, 5 squares. If the weaver continues this increasing pattern, how many squares will be in the fifth term?

A. There will be six squares because the rule is to add one square to every previous term in the sequence.

B. There will be eleven squares because the rule is to add three squares to every previous term in the sequence.

C. There will be seven squares because the rule is to add two squares to every previous term in the sequence.

D. There will be nine squares because the rule is to add two squares to every previous term in the sequence.

4. What is the most important piece of information needed to begin creating a consistent increasing number pattern?

A. The total number of pages available in the student notebook.

B. The color of the pencils used to write the different numbers.

C. The specific rule that tells you how much to add to each term.

D. The name of the student who is creating the math sequence.

5. A teacher wants to design a 'Pattern Staircase' for the classroom wall using blocks. If the first step uses 2 blocks and the height must double for every new step to show rapid growth, which design plan best creates this increasing pattern for four steps?

A. Use 2 blocks for step one, 5 blocks for step two, 8 blocks for step three, and 11 blocks for step four.

B. Use 2 blocks for step one, 4 blocks for step two, 8 blocks for step three, and 16 blocks for step four.

C. Use 2 blocks for step one, 2 blocks for step two, 2 blocks for step three, and 2 blocks for step four.

D. Use 2 blocks for step one, 4 blocks for step two, 6 blocks for step three, and 8 blocks for step four.

6. Which part of a pictograph tells the reader the specific value or number that each individual picture represents?

A. The title located at the top that describes the main topic.

B. The labels that list the different categories being compared.

C. The colors used to make the symbols look more attractive.

D. The key or scale located at the bottom or side of the graph.

7. A table shows that a shop sold 20 red balls and 10 blue balls. If you create a pictograph with a scale where 1 ball icon equals 5 real balls, how many total icons must you draw for both colors?

A. You must draw 6 icons because four represent the red balls and two represent the blue balls.

B. You must draw 4 icons because two represent the red balls and two represent the blue balls.

C. You must draw 2 icons because one represents the red balls and one represents the blue balls.

D. You must draw 30 icons because you must draw one picture for every single ball that was sold.

8. In a pictograph about favorite fruits where each symbol represents one student, how do you find the fruit that is liked the most?

A. Check the key to see which fruit symbol has the brightest color.

B. Look for the row that has the shortest line of symbol drawings.

C. Read the title at the top to see which fruit name is written first.

D. Look for the row that has the longest line of symbol drawings.

9. A pictograph shows 'Points Scored' where 1 star equals 10 points. If Team A has 4 stars and Team B has 2 stars, what is the correct comparison of their total points?

A. Team A has 40 points and Team B has 20 points, so Team A has 10 more points than Team B.

B. Team A has 14 points and Team B has 12 points, so Team A has 2 more points than Team B.

C. Team A has 40 points and Team B has 20 points, so Team A has 20 more points than Team B.

D. Team A has 4 points and Team B has 2 points, so Team A has 2 more points than Team B.

10. Which mathematical phrase correctly describes a picture showing three nests with exactly five eggs inside each nest?

A. There are 3 groups of 5 eggs which equals 15 eggs in total.

B. There are 5 groups of 5 eggs which equals 25 eggs in total.

C. There are 3 groups of 3 eggs which equals 9 eggs in total.

D. There are 5 groups of 3 eggs which equals 15 eggs in total.

11. A farmer has 4 baskets and places 2 mangoes in each basket. Which repeated addition sentence and total count correctly match this situation?

A. 2 + 2 + 2 = 6 because there are three groups with two items in

each.

B. 4 + 4 = 8 because there are two groups with four items in each basket.

C. 2 + 2 + 2 + 2 = 8 because there are four groups with two items in each.

D. 2 + 4 = 6 because you add the number of baskets and the number of fruits.

12. In the multiplication sentence 5 x 3 = 15, what does the first number (5) represent when using the groups of equal quantities model?

A. The number of objects that are found inside each individual group.

B. The number of equal groups that are being counted together.

C. The total number of objects after all groups are added together.

D. The symbol used to show that we are performing repeated addition.

13. An array is drawn with 2 rows and 6 columns of dots. Which set of multiplication and addition sentences correctly describes this array?

A. The multiplication is 2 x 2 = 4 and the addition is 2 + 2 = 4.

B. The multiplication is 6 x 6 = 36 and the addition is 6 + 6 = 12.

C. The multiplication is 6 x 2 = 12 and the addition is 2 + 2 = 4.

D. The multiplication is 2 x 6 = 12 and the addition is 6 + 6 = 12.

14. When you are showing a multiplication problem using jumps on a number line, at which number should the very first jump always begin?

A. The first jump should always begin at the number five on the number line.

B. The first jump should always begin at the number ten on the number line.

C. The first jump should always begin at the zero mark on the number line.

D. The first jump should always begin at the number one on the number line.

15. If a frog makes 3 jumps and each jump is 4 units long on a number line, what is the multiplication sentence and the final landing spot?

A. The multiplication sentence is 4 x 4 and the frog lands on the number 16.

B. The multiplication sentence is 3 x 4 and the frog lands on the number 12.

C. The multiplication sentence is 3 + 4 and the frog lands on the

number 7.

D. The multiplication sentence is 4 x 3 and the frog lands on the number 7.

ANSWER KEY

1. A
2. B
3. D
4. C
5. B
6. D
7. A
8. D
9. C
10. A
11. C
12. B
13. D
14. C
15. B

TABLE OF SPECIFICATIONS

Grade Level: 2 Term: 2

Learning Area: Mathematics

Content Standard: Week 8 - Not specified in document

Week 9 - Not specified in document

Week 10 - Not specified in document

Week 7 - Not specified in document

Performance Standard: Week 8 - Not specified in document

Week 9 - Not specified in document

Week 10 - Not specified in document

Week 7 - Not specified in document

Competency	Week No.	Item Number/s (Placement)	COGNITIVE LEVEL				Total Items
			Unistructural	Multi-structural	Relational	Extended Abstract	
Determine the next term/s in increasing or decreasing patterns, e.g., numbers, letters and rhythmic properties, visual elements in arts, and repetitions	7	1-3	0	0	3	0	**3**
Create increasing or decreasing patterns	7	4-5	1	0	0	1	**2**
Present raw data, or data in tabular form, in a pictograph with a scale, or vice versa	8	6-7	1	1	0	0	**2**
Interpret data in tabular form and in a pictograph with or without a scale	9	8-9	1	1	0	0	**2**
Count the number of concrete objects in a group by repeated addition and create equal groups, using language such as “5 groups of 3” and “5 threes”	9	10-11	1	1	0	0	**2**
Illustrate and write multiplication as repeated addition, using a variety of	9	12-13	1	1	0	0	**2**

concrete and pictorial models and numerals, and using groups of equal quantities, arrays, counting by multiples, and equal jumps on a number line							
Illustrate and write multiplication as repeated addition, using a variety of concrete and pictorial models and numerals, and using groups of equal quantities, arrays, counting by multiples, and equal jumps on a number line	10	14-15	1	1	0	0	**2**
Total			**6**	**5**	**3**	**1**	**15**

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